

JUN 27 1933

The
National
Parent-
Teacher
Magazine

CHILD WELFARE



JUNE · JULY · · · 1933

One Dollar per Year · Ten Cents per Copy



❖ NO CHILD IS SAFE UNLESS ALL CHILDREN ARE SAFE ❖

Why Join the Local, State, and National Congress?

ESSENTIAL REASONS FOR COOPERATION . . .

1. In all great endeavors we tend to work together rather than to work separately.
2. The National Congress of Parents and Teachers is organized to make it possible for all who care for children to work together for their welfare.
3. There are problems concerning child welfare which require mass thinking and mass action.
4. The influence of a single individual is small compared with the influence of more than a million individuals banded together in 20,000 local groups.

ADVANTAGES OF MEMBERSHIP IN CONGRESS UNITS . . .

MEMBERS of CONGRESS UNITS

1. enjoy the privileges and opportunities not only of the local unit, but of the state Congress and the National Congress of Parents and Teachers;
2. profit by the literature, programs, and study courses planned by parent-teacher specialists in the field of child welfare;
3. enroll for state and National correspondence courses dealing with the technique of carrying on parent-teacher work;
4. receive helpful information about child care and training from county and district conferences, and from state and national conventions;
5. gain vision and efficiency in working for children because of their association with other members in a great national body pledged to child welfare;
6. act effectively and unitedly under the guidance of trained leaders—local, state, and National—to support policies affecting the protection and education of children.

MARTHA SPRAGUE MASON

❖ LET US WORK TOGETHER FOR CHILDREN.
EDUCATION IS A NATIONAL PROBLEM ❖

CHILD WELFARE

The National Parent-Teacher Magazine

Official Publication, National Congress of Parents and Teachers

Published Monthly September to May, Bi-Monthly June and July, by THE CHILD WELFARE CO., INC.

Vol. XXVII

JUNE-JULY · 1933

No. 10

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EXECUTIVE AND SUBSCRIPTION OFFICES: 1201 16TH STREET, N. W., WASHINGTON, D. C.

Entered as Second-Class Matter at the Post Office, Washington, D. C., under Act of March 3, 1879.

Notice of change of address must be given one month in advance and must show both old and new addresses.



MEMBER OF THE AUDIT BUREAU OF CIRCULATIONS

SUBSCRIPTIONS: \$1.00 a year in United States and Possessions; \$1.25 a year in Canada; \$1.50 a year in Foreign Countries; single copies, 10 cents; special group offers to Congress units. No allowance for notary fees; checks on banks outside United States should include collections fee.

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"MY DAUGHTER"

From a Painting by
FRANK W. BENSON

The *P*resident's MESSAGE

THERE has been a continuous effort for some time to direct attention to the need for planning programs wisely. To do this one must have a basis for the planning, and this is the time for us to arrange for next year's program.

Upon what basis should we plan? Determine this by a meeting of the Program committee, which has been named in advance and which has encouraged suggestions from members as to what they are interested in discussing and doing. Build from a foundation of interest which relates to the child and his special needs as you find them in your community.

Let us get away from the old method of having someone "address" us and then hurrying away to forget the inspiration all too soon. Let us talk and confer with the speaker, who may be one of our own members, and make the inspiration and suggestions a part of our own future action. If you do not agree with the speaker, state your views; they may help others to form their opinions. We need not be "sheep minded," merely taking someone else's opinion; let us have our own opinions on matters that affect children. One of the greatest difficulties encountered in attempting to improve environments for children is that people do not think for themselves but let others think for them, with the result that many paid propagandists more or less successfully prevent changes that would affect their selfish interests. It is well for us to trust people, but it is better for us to know whom to trust. At our meetings let us be thoughtful and interested enough to ask questions.

Many are too timid to ask for information lest some may think they are ignorant. But anyone intelligent enough to ask questions will not be ignorant for long, and displays more courage and interest than the one who is content to sit back inert and unquestioning. No greater compliment can be paid any speaker than to question him so that he may further develop his talk and give more information.

Plan programs carefully

Listen attentively

Discuss intelligently

Act wisely

The close of each parent-teacher program ought to bring us a sense of something accomplished. There is no time for futile, ineffective meetings. There are too many things to be done. We must not be complacent time-wasters, but active, energetic planners for child welfare.

Minnie B. Bradford

President, National Congress of Parents and Teachers

A COMMUNITY FIT FOR CHILDREN

WHAT DOES THE COMMUNITY OWE ITS
CHILDREN, HOW CAN IT PAY THIS DEBT,
AND WHAT CAN WE DO TO HELP?

By EVA WHITING WHITE • President, Women's Educational and Industrial Union, Boston

AT this time it is in point to consider what the community owes the child, because the present economic crisis is bearing heavily upon childhood. The last few years have undercut the sense of security which is so important to children and have put a premium on their health and all that has been built up for their benefit.

Fortunately, if there can be said to be a fortunate circumstance in this depression, 1929 came just at the time when the findings of the White House Conference on Child Health and Protection were given to the world. The best minds in the United States have recorded in the volumes of the conference what is essential to the well-being of children. However, as our troubles continue there is danger that not only will the measures that are advocated for the physical growth of the child be neglected but that spiritual and cultural advantages will be submerged in the drive for economy. Certainly there must be a lessening of costs but not to the extent of adding to the burdens of the next generation.

Now the White House Conference on Child Health and Protection states that the child needs the background of the home set in an advantageous community environment. The latter is emphasized because recent studies have shown the influence of home surroundings as well as of the home itself on the developing attitudes of boys and girls. There are certain vicious tendencies in modern life which appear to spring in part from unhealthy and sordid neighborhoods and to permeate in their results

many phases of our complex social life.

In spite of all that has been done, there are still too many children brought before our courts. When one reads in Volume VIII, page 89, of the publications of the President's Conference on Home Building and Home Ownership (a conference called about a year after the White House Conference on Child Health and Protection) the following, the relation of the home to its neighborhood, is clearly brought out:

"In general, the group of 251 cases (of truancy) lived under conditions of housing congestion twice as great as the average poor in congested areas. Unspeakable congestion, therefore, must have some relation to the truancy of this group, if not to severer offenses."

It is, therefore, not to be wondered at that there is grave concern over the kind of economy that fails to protect the home and is hesitant to accept loans from the government in order that sordid areas may be eliminated. Every citizen interested in childhood should take part in the effort to rid our country of slum areas.

To give further emphasis to the relation of the home to its community, Volume I of the report of the National Commission on Law Observance and Enforcement states:

"If the first important influence upon the child's behavior is the family, the family itself cannot be considered in isolation from the community. . . . There are, unfortunately, communities in which anti-social influences and traditions exist to a significant degree. . . . In the better type of community a consistent set of acceptable standards are present to which a child can easily adapt himself."

This statement brings out clearly the fact that a kind of fate awaits the child born under one set of circumstances versus that which awaits a child born under better conditions—a fate which challenges the social conscience because too often sordid surroundings leave their ineradicable mark.

As other examples of contrasts in communities these experiences are given: A few years ago two cities were visited within three days. They were both so-called "machine towns" of about the same population and wealth.

City No. 1 had been badly planned. There were almost no attractive buildings. In conversation those whom one met were as limited as was their outlook. The social activities centered in lodges and in clubs of various kinds, which seemed to divide instead of uniting the citizens. Motion picture houses dominated the recreational opportunities. Nobody seemed to know much about the schools and, although the houses were comfortably furnished and people rode in well-appointed motors, the local philanthropies were undeveloped and poorly supported. One had a feeling that every European who had written disparagingly about the United States had been there.

In contrast, City No. 2 impressed one the moment one left the train. The houses were unpretentious but set in well-kept lawns which bordered upon wide streets. The municipal buildings formed a civic center. There were playgrounds; a fine Young Men's

Christian Association; and a Mendelssohn Society that supported both a community orchestra and a community chorus, besides raising scholarships for students of music.

In which community would a child have the better chance? Which community is the greater asset to the country?

Further, in motoring across a certain state several grubby towns were passed. Suddenly the writer went through a main street so charming that curiosity induced a visit to the public library. This town held itself responsible, apparently, for the people in the surrounding farming area. It was the center of a farmers' cooperative. There was a building devoted to the Grange. A town



Crap shooting as a major recreation in childhood may lead to more harmful activities later on

band gave concerts once a week during the summer. The houses were neatly painted.

It is true that great men and women have risen to power and effectiveness in spite of every handicap, but it is to be wondered whether their histories make up for those of the many who do not have their strength. Neighborhoods and towns are very like people, and a child is handicapped indeed that grows up in an area where the adult mind is cramped and prejudiced, negative, morose,

and unambitious. Towns that have in themselves almost nothing by way of rich experience create a kind of no man's land!

THIS emphasis is given to the community because most of the studies of children revolve about the individual or the home without taking into account the part that street and neighborhood contacts play in moulding character. All children find many of their satisfactions outside the home. Their adventures are those in which they take part in their playtime; and all children, privileged and unprivileged alike, must take what their community offers them.

Now to offset many an influence of the congested areas of cities and to break through certain difficulties that exist in the small town, as well as to give all children a chance to develop those qualities which play alone can develop, the playground movement has gained great impetus during the last generation. At the present time, however, in city after city, appropriations

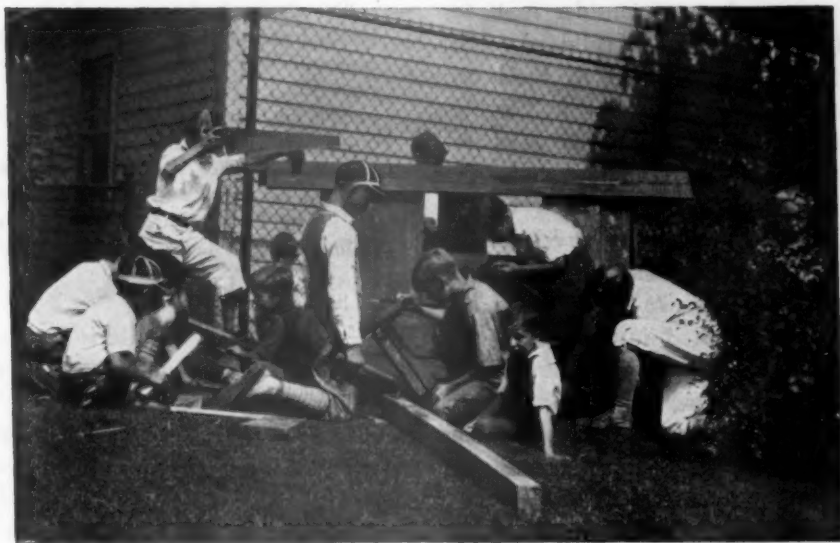
for playgrounds have been so greatly reduced as to make it necessary to plead for intelligent pruning rather than for blind slashings that may undermine those institutions that alone can build a qualitative life. There is no question that costs of government should be lessened, but they should not be lessened at the expense of community standards as they affect the home, not to the extent of debarring the young from essential knowledge, and not at the expense of those leisure-time opportunities that strengthen young and old alike.

Communities, then, should develop within themselves home colonies with elements of convenience and of beauty, each with its recreational facilities. Parent-teacher groups can wield an enormous influence at this time in thinking out clearly the relation of efficiency in government to economy and in insisting on the honest expenditure of every dollar for the benefit of the hundreds of future citizens who are now growing up and who cannot help themselves. Parent-teacher associations have as great a stake in the



Courtesy National Recreation Association

*Street and neighborhood contacts play a large part in moulding character.
Every neighborhood should have its playground*



Courtesy National Recreation Association

The home playground offers wholesome occupation while it is being constructed and afterward

present situation as any other organization, because they are directly concerned with and responsible for the childhood of today. Their strength will be shown in so far as they can protect the home in relation to social and educational opportunities.

As to schools, there is no question but that certain communities do not offer adequate educational advantages. On the other hand, in certain sections expansion has been too great. Building programs have been too extensive and the curriculum has become too elaborate. Further, in spite of the vast sums that have been expended, there is much still to be desired as to results in the way of independent thinking, civic intelligence, and cultural and ethical values. Here, again, great care should be taken, however, in lessening costs. Whatever is done by way of reorganizing teaching material and content of courses, certain special services should be maintained, such as the training given to those who have disabilities as to speech, hearing, or eyesight. Those who are retarded in development—namely, the feeble-minded—should have the special

class instruction which is adapted to them, both for their sake and for the sake of the community. The agent known as the School Visitor should be kept. Further, to do away with school doctors and nurses would run up a bill for the future which would have to be paid later.

There is no doubt that during the next few years school systems will be subjected to a heavy barrage. Parent-teacher groups may have to stand the fire of public demand that many phases of our educational structure be justified. No time, then, should be lost in studying deeply into the subject matter of school systems and into classroom work.

Some of the questions that may be asked are these: How expensive do buildings have to be in order to be considered adequate? The world is changing. Is the school adapting itself to the change? Can the next generation be assured of the ability to meet everyday problems in a way that this generation has not met them? Can social welfare be promoted by means of the schools? (This is an all-important question. The child who is now four or five years of age will be either protected or endangered by the answer.)

That community can consider itself fortunate if it is giving to its children a grasp of mathematics as applied to their own lives; a knowledge of history in the light of the relationships that exist between peoples; such an understanding of civics that the corrupt forces of government will be clearly known; and an interpretation of economics that brings out the full realization of what it means to have poverty and great riches contrasted in our community life. All this, combined with the true appreciation of literature and the arts.

Further, there are other considerations that enter into a discussion of what the community owes the child—namely, the tone of home life and the attitudes of citizens as a background to the growing thought of the child.

As to home life, if we are to believe many of the periodicals, books, and plays of the day, there is little stability to home life. On all sides there is the individualistic note. Marriage vows mean nothing. Idealism is temporary. In the home circle it is a matter of each on his or her own. The "Youth Movement" is still holding out in some quarters. In child study classes the abnormal has centered attention. It must be granted in considering these phases of home life that, if they were intended to bring happiness, the acceptance of their codes has more often brought tragedy both to child and adult. As Chesterton points out, concentration on these negative relationships cannot be the beginning of anything. It must, on the contrary, signify the end of a period so undesirable as to necessitate another order of society.

But in spite of what is said not to be, there are homes that are still homes, people who celebrate twenty-fifth wedding anniversaries. As to the "Youth Movement," it is curing itself because, as Louise Mansell Ford humorously writes in the *North American Review* for December, 1932:

"Youth has had to pay a fairly high price for its freedom. . . . While parents have shed responsibility, youth has been obliged to assume it. . . . Parental commands can, for instance, no longer be held accountable for an unsatisfactory husband or an ill-chosen profession. . . . The Victorian young were disciplined by parents who were fond of them; the young of today are in peril of being disciplined by the law of consequences."

CERTAINLY a child is fortunate who is born into a community that has faith in the affectional basis of life and in the mutual responsibilities that a man and wife assume; that believes that the Creator knew what He was doing when He made the different ages to live on the earth together and make their contributions to one another. Let us then through our clubs and as individuals pin our belief on those personal disciplines and root principles that will give to a child real freedom and happiness.

And, moreover, it is to be hoped that communities will become cleared of that kind of child study group the results of which have been pathetically registered in the self-consciousness of parents, troubled children, and spineless social foresight. It is with hope that one learns that no less an authority than Dr. Douglas A. Thom has published a book entitled *Normal Youth and Its Everyday Problems*. Dr. Thom does not write of the "problem" boy or girl but, rather, of the normal problems of growing up.

Finally, the life of the child is set in a matrix of many influences. Over some of them he has control, but in the presence of others he is impotent unless endowed with special gifts. Society is certainly responsible for giving to each child an education, for assuring to each as he grows up a chance to work at a living wage and the opportunity to have a comfortable home in a community where there are leisure-time advantages and a civic consciousness.

The shaping of community influences is a challenge to parent-teacher groups.

TRAINING OUR LITTLE SAVAGES

AN ANSWER FOR PARENTS WHO WANT A PAINLESS METHOD FOR TRAINING BABIES TO OBEY

By MYRTLE MEYER ELDRED • Author of "Your Baby and Mine"

THE tendency of modern parents to question the wisdom and validity of methods employed by past generations in managing their children is healthy and encouraging. Their whole attitude is that of the fabled Missourian who said, "Show me!"

In the matter of punishment for disobedience and methods to discourage misbehavior the modern mother readily espouses the principle of training for good behavior versus punishment for misbehavior—and then slaps guiltily in secret. Of course she is in favor of abolishing slapping and spanking for the older child, the one who can be reasoned with. "But," she demands in sincere perplexity, "what shall I do when the baby is too young to understand what I am talking about?"

We appreciate the problem, and we are

aware that it is too late to establish habits of obedience when the child has arrived at the age of reasoning. By that time, if he has been slapped and spanked in an effort to bring him into line with our desires, he is already so antagonistic and rebellious that reasoning is wasted. How then shall we train toward obedience with the unreasoning baby?

Before we launch boldly forth into this discussion let us take it for granted that the intelligent mother has not erected any image in the name of obedience at whose

shrine she is worshipping. Obedience, by and for itself, is a neglected idol. The obedience of child or adult is a growing recognition that in this world we do not dwell alone. Selfish adherence to behavior which is antagonistic to the common good of household or society must be abolished. It remains for the parent to apprise the child of the principles of such good and desirable behavior. We have progressed a long way from the old parental attitude expressed by "You do it because I say so," in favor of teaching the child specific ways in which to

act, because by so doing he insures his own happiness and the happiness of those about him.

Up to the age of eighteen months training consists of an unemotional implanting of fundamental habits. The

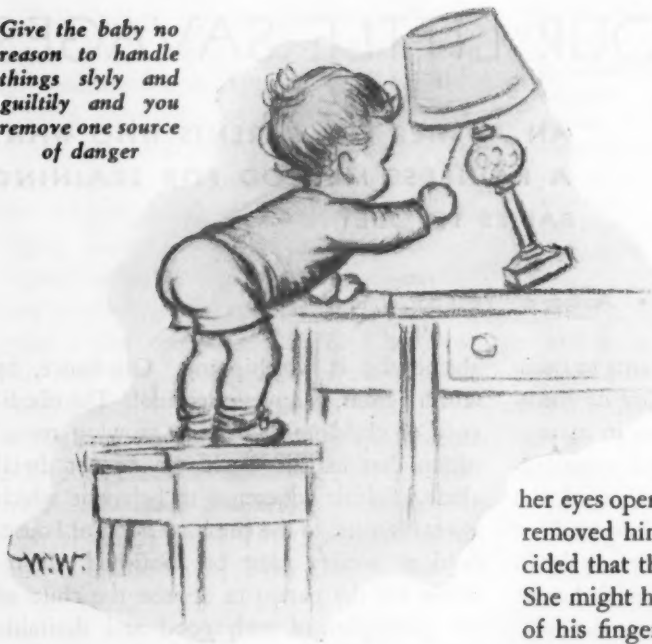
infant knows nothing except that at the stroke of the clock certain acts take place. It is during the second year of his life that he finds himself capable of knocking these heretofore unquestioned activities into a cocked hat. He finds that he can refuse to eat or sleep, come here or go there, and that his supposedly all-powerful parent withers before his omnipotence. The intoxication of his easy success goes to his head. From that point, unless checked, he can very easily develop into an incorrigible, which is bad for him, for us, and for society.

1. *Outline a good method of procedure for teaching a baby not to touch things which do not belong to him.*

2. *What is an effective course to take with a small child who won't do what he is told to do?*

3. *What are some of the objections to the spanking method of training little children to obey?*

Give the baby no reason to handle things slyly and guiltily and you remove one source of danger



SUPPOSE we take up some of the commonplace situations before which the mother goes down in despair or resorts to her ready hand, sure that it will supplant successfully her futile words.

When the child is old enough to get himself about it is certain that if he is to become acquainted with his surroundings he must use all of his sense organs to accomplish this. He looks, he listens, he smells, he tastes, he touches. If he happens to exercise his sense faculties on his own toys these acts go unnoticed. But let Baby put his curious little hand on something belonging to his mother and something very different happens. At first her voice rises in dismay and she says firmly, "No, no, Baby! Mother's lamp. Take your hand away, Baby." Baby goes right on handling, pulling at the lamp chain, yanking the lamp cord, intent on an exploration of this dull object which can flash so suddenly into radiance. If he continues this long enough his mother will react in a characteristically maternal manner. She'll slap his paddy hard. And for the moment he is daunted. He cries loudly or with lip-quivering self-pity. He pulls

back his abused hand. It is that momentary withdrawal which inspires so many mothers to continue this treatment; it seems so remarkably effective.

What might the mother have done in this situation or in others of the same type which arise daily? There are several things. She might have told the baby not to touch the lamp and at the same time removed him from its territory. If she had kept her eyes open and persistently and consistently removed him, he would have eventually decided that this was a profitless game to play. She might have placed the lamp out of reach of his fingers until he was better trained in its use. She would have done even better if she had shown him how to pull on the light, had let him pull it to his complete satisfaction, and then removed him from it. If she could have remained calm in the face of her anxiety that he would overdo this pastime, the chances are that he would have forgotten it quickly.

By the simplest system of trial and error mothers should arrive speedily at the conclusion that painful punishments do not achieve obedience. In isolated instances they do, of course. No system can be entirely fruitless. But we know from personal experience that to attempt to prohibit a baby's uses of familiar objects about him is to increase his desire for those very objects. The moment his mother's watchful eye is elsewhere, he runs to them with the zest inspired by repeated thwartings. When he hears his mother approaching, he drops the object where he stands and runs in the opposite direction as fast as his guilty legs will carry him. What he hasn't learned, and never will learn by such methods, is to respect the property of another. And that is what we are hoping to teach him. Some things belong to him, some things to his

mother, his father, his sister. He may enjoy looking at or handling these belongings right in company with their owners. By so doing he is satisfied of their contour and he learns their proper usage. But he does not play with them except by permission of the owners. What he learns by being slapped is the confusing and peculiar refusal of adults to let *his* hands touch what all other hands are touching with impunity. This latter lesson cannot be taught in any home without reducing the child to terror-stricken submissiveness. It is contrary to his natural impulses and to his increasing understanding of his place in the family.

LET the child handle those objects in the home which are the common property of all. Let him become acquainted with them. Let us show him by our own example how carefully we handle them, how carefully we put them in their places. Babies are ready imitators. If we give them no reason to touch an object slyly, hurriedly, and guiltily, we remove one source of danger. To build up in the child's mind a clearer understanding of property rights we identify our belongings over and over. "Mother's lamp," "Baby's book." Keep in mind that when a baby is capable of handling our treasures willfully and destructively he is just as capable of learning to handle them without doing injury. Such lessons are taught by patient repetition, by an honest desire to let the child satisfy his curiosity.

No one expects that a mother will be able to devote her entire time to such teaching. During those hours when the child might prove unintentionally destructive, the mother can make use of a play-pen, of a fenced-off portion of the piazza, living-room, dining-room, or kitchen; or, best of all, turn him loose in a room of his own where

he is bound to no standards of behavior except his own.

During the early walking period when the child is finding it necessary to hang on to everything with which his fingers come in contact, it is wise to do away with hanging table covers, tripping lamp cords, or small breakable objects on tippable tables. The baby isn't intentionally mischievous when he pulls the tablecloth from the table; he is just intent on grasping at any support that steadies his tottering footsteps. The baby can always be removed from situations in which he is wilfully misbehaving. Such removal should be prompt, and repeated as promptly, until he has learned the futility of his actions.

THE period from early walking days up to about the age of four is replete with situations in which the child can easily be triumphant. He is capable of all kinds of little tricks which can't be ignored and which seem to cry for punishment. Babies like to run away when called. If the mother is busy and cross she runs after the baby and yanks him back, often with a petulant slap for the annoyance he has caused her. If she is in a playful mood she runs after him,

Baby does not mean to be naughty when he grabs a tablecloth for support



*Drawings by
Wynna Wright*

clumsily avoiding his capture, and ends with a cheerful, "Mama got you." Most babies take a chance on Mother being playful. It is confusing enough to them when their reward is a slap.

One small child whom I observe frequently in the neighborhood always sets up a shrill cry at the sound of his mother's voice. She is in the habit of slapping him painfully for all of his sins of omission and commission, which are many. Now he expects the inevitable and cries at her approach. Meanwhile his legs, acting under the stimulation of his terror, carry him away from her. This action never fails to infuriate her. She might—and so much more easily—bring him into the house when her calls go unheeded, instead of irritating him by spanking.

At the table Baby has some tricks that can rapidly cease to be funny. Having learned the joys of dumping sand from his spoon, the baby whose appetite is appeased tries it with cereal. As if this weren't excitement enough, his mother's sharp reproofs whip his emotions up to a pleasurable sense of terror. Loud sounds and high voices react upon babies as yells do upon adults.

Why bother with reproofs? Acts are much more effective. Remove the cereal. Put the baby down from the table. Show him that he is deprived of the pleasure of eating when he throws his food about. Slaps attach such an unpleasant or exciting emotion to the three-times-a-day business of eating as to initiate endless unhappy sessions.

There is another commonplace behavior situation that arises to harass the mother. Sleeping hours diminish in number and naps have a disconcerting way of growing shorter and shorter until they disappear. The year-old baby has a brief period when his nap is being shifted from 10 A. M. to 12.30 P. M.; and his mother is sure he is refusing to sleep in the morning just to annoy her. He is howling and banging his head because he is just a mean child. If she can only

show him that his howling will do him no good, he'll settle down to napping again. I don't have to tell you how seldom that works.

The child of one year, outgrowing two naps a day and succumbing to only one, the child of two and one-half to three or thereabouts who is changing from one afternoon nap to a rest period, does not stand up and howl for hours because of meanness. He has no other way, apparently, of convincing his obdurate mother of his inability to sleep. Habits are not disrupted overnight because the child wills that they shall no longer operate. The ability to sleep and to nap dwindles with age. Growth brings change, and shifts in sleeping habits are indicative of the need for rearranging schedules and sleeping hours to conform to that change. There is here no more necessity for punishment than in any of the situations previously mentioned.

IT is impossible to think of any learning situation which is accomplished successfully through punishment. It is just as impossible to conceive of any learning situation which can't be managed successfully without it.

If acts must be carried out, carry them out. Why call a child and then punish him for not responding when the same thing could be achieved with no loss of dignity by going out and taking him by the hand and bringing him in? That is exactly what the mother wanted done. It is done. The child understands the inevitableness of the happening quite as well by such peaceful means as when results are prefaced by punishment.

The trouble with mothers is that they consider a peaceful method an acknowledgment of failure. Johnny ought to move when spoken to. There ought to be some way of making him. So she argues to herself. There is. Follow up the word move with the

(Continued on page 347)

RADIO ENTERTAINMENT FOR CHILDREN

A PIONEER IN EDUCATIONAL RADIO
PROGRAMS ANALYZES GOOD AND BAD
PROGRAMS FOR CHILDREN

By ALICE KEITH

RADIO is fast becoming the greatest power of the age in the molding of public opinion. The character of the next generation will be determined, in part at least, by what the children are listening to today.

Until recently too little thought has been given to the presentation of suitable programs for children. Our American system has put into the hands of advertising specialists the formation of most of our programs, and the advertiser's chief objective has quite naturally been a huge listening audience. As a consequence, dance music, comedy skits, and dramatic thrillers have made up the greatest portion of our radio fare.

Within the past few months there has been a sudden awakening of interest in children's dramas as a means of advertising food products. Among the many types of juvenile programs that have come and gone, drama as a form seems to be surviving, at least for the present.

In daytime radio programs, periods are frequently filled in by "Uncles" and sweet-voiced "Sunshine Ladies" who tell stories and read the names of children celebrating birthdays as well as those whose mothers say they have refused to eat spinach or in other ways have misbehaved. The club idea

has been most popular, too, and wherever genuinely creative work has been encouraged—as in the case of airplane clubs—it is splendid. The Thornton Burgess nature club in Boston is an excellent example of this type at its best. "Kiddie Koncerts" featuring potential night club performers doing tap dances, vaudeville skits, and croon-

ing still persist, although their popularity has never been proved. The dramatized comic strip has appealed to advertisers as a means of attracting the attention of child audiences. Orphan Annie, Skippy, Joe Palooka, and Betty Boop have been presented by various sponsors who believed that they would obtain an assured audience through the use of familiar characters. Dramatized fairy stories have proved popular with children, particularly Nila

Mack's "Helen and Mary" hour heard over the Columbia Broadcasting System each Saturday forenoon.

But all too frequently the sponsors of children's programs have not reckoned with the parents. Any number of mothers and fathers are suddenly realizing that their children have become terrorized into bad appetites and sleepless nights by the harrowing stories they hear each evening. Many a



Walter Damrosch, who has done so much toward making good music popular with both young and old

mother is now refusing to let her child turn on the radio at will.

Not long ago a little five-year-old, after listening to a kidnapping story followed by a murder, put his hand to his head and said, "Mother, my head aches. I don't want any dinner." That same child for some unaccountable reason has become so frightened at the dark that he always takes his little two-year-old sister with him for company when he goes into an unlighted room. Perhaps when the two-year-old can understand the radio, she too will be afraid of the dark.

Nothing is gained by the sort of broadcasting that brings about these results, particularly when there is so much to be presented that is constructive as well as entertaining. Song and story periods adapted to different age groups could be substituted for the Jazzy Kiddie Koncerts. In Washington, D. C., there is an excellent program, known as "Aunt Polly and Sue." WCCO in Minneapolis and several other stations throughout the United States have highly acceptable programs of this type. The National Broadcasting Company's Sunday morning children's hour is constantly improving in quality.

THERE is so much material for children's plays that no real excuse can be found for presenting tawdry melodramas. *Alice in Wonderland*, *Little Women*, Dickens' tales, and a host of other stories are

still loved by children who would enjoy hearing scenes enacted. Then too, children like adventure and they adore stories of science if they are told entertainingly. "The Lone Wolf Tribe" programs have proved to be fascinating to boys.

Parents are delighted to learn that Booth Tarkington is trying his hand in the new field of radio writing. Compared with the blood-curdling, hair-raising, "bedtime" dramas that have been

flooding the ether, Tarkington's "true to life" stories are like a breath of fresh air. There is still room for more in the way of realistic comedies like Tarkington's "Maud and Cousin Bill." Parents as well as chil-

dren benefit by these, a fact which Tarkington himself realizes. He says, "The truthful portrayal of children should reveal to grown people the nature of the child as he is, and it is really for the edification as well as the entertainment of grown people that 'Maud and Cousin Bill' is intended." Any realistic drama of childhood always



The Lone Wolf, a radio character popular with boys and approved by their parents

Alice Keith, the author of this article, was a pioneer in educational radio. For three years before there were any school programs on either national chain, she produced programs in Cleveland, Ohio. As Director of the Division of Education for the R. C. A. she launched the Damrosch programs, organizing the advisory groups and making school contacts. It was she who organized the American School of the Air for the Columbia Broadcasting System and directed it for three years. Miss Keith is now acting in an advisory capacity in connection with children's programs.

appeals to grownups who remember the humorous side of their own youthful tragedies.

Why have broadcasters ignored games and singing for children? Aside from the rhythm period of the Ohio School of the Air, conducted by Alma Rumschussel, very little has been attempted. And how children love to "do things."

We have many educational symphony concerts—in Cleveland, Rochester, Chicago, New York, Philadelphia, and elsewhere—but the field of simple, entertaining music of really good quality is as yet practically untouched. In many ways American broadcasters have seemed to lack initiative and vision. The fear of trying new authors and new ideas has kept advertisers from what they think may be costly experiments.

BECAUSE parents have begun to see so clearly the power and influence of radio, they are forming in certain sections of the country small groups of self-appointed censors to test the effect of programs on children. In Scarsdale, New York, the mothers who assigned themselves the task of listening to every program from four to nine

o'clock for two weeks decided which programs they wished to have their own children hear. Their judgments were based for the most part upon the psychological and physiological effects produced. It was not surprising that Eddie Cantor was placed on a higher plane than several so-called children's programs. Humor is far more healthy than detective stories and quite as fascinating to children.

The future may hold in store some unexpected changes in radio. Perhaps the government will assign a certain proportion of the wave lengths to children's programs to be conducted by experts. Possibly wired radio will come into common use, but more than likely advertisers will consult parents and teachers before launching campaigns. A radio director of a well-known advertising agency recently said that he thought the Federal Radio Commission should rule off the air all children's programs whose sole aim is to secure a large crowd of listeners at any cost; and we are inclined to agree with him. But in the meantime parents and teachers can voice their approval or disapproval of programs. No sponsor wishes deliberately to antagonize his listeners.



*"Maud and Cousin Bill" is popular with both children and their parents.
Here we see the broadcast taking place*

CHILD WELFARE

*The Official Magazine of the National
Congress of Parents and Teachers*



THE GRIST MILL

The Objects of the National Congress of Parents and Teachers are:

FIRST, To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children.

SECOND, To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

—From the National By-Laws, Article II.

JUNE—the end of the school and P. T. A. year, the time to stop and consider what has been done during the past nine months. Still more important, it is time now to make plans for the P. T. A. year 1933-34 so that all may be in smooth running order by the time the associations meet in September.

In order to help associations with plans and material, CHILD WELFARE MAGAZINE offers a study course on *Developing Character in Your Child* and a *Parent-Teacher Program*. Details of both these features were announced in the May issue of the magazine, and we are anticipating that many associations and study groups will follow them.

The course on *Developing Character in Your Child* consists of eight articles on subjects vital to character education. The articles are written by authorities in their various fields and the course is under the direction of Dr. Ada Hart Arlitt, chairman of the Committee on Parent Education for the National Congress of Parents and Teachers.

The *Parent-Teacher Program* consists of nine program outlines which will appear monthly in CHILD WELFARE. The outlines have been made with the cooperation of National committee chairmen. It is hoped that through these programs the work of various

local committees may be emphasized and strengthened. Leaflets describing both of these courses may be had, free of charge, by officers of Congress units and by subscribers to the magazine by addressing CHILD WELFARE MAGAZINE at 1201 16th Street, N. W., Washington, D. C. Last year more than 170,000 leaflets describing the two similar courses which ran in this volume of the magazine were distributed to local units.

Other helpful features are planned for the new volume, and popular current features—The President's Message, a children's story, The P. T. A. at Work, Bookshelf, Congress Comments, Consultation Service, The Question Box—will be retained.

THE CHILD AND HIS COMMUNITY

THIS issue of CHILD WELFARE contains news of the Thirty-Seventh Annual Convention of the National Congress of Parents and Teachers, which was held in Seattle, Washington, May 21-26. We believe that many local units and individuals will read the news contained here, as well as the complete report of the Convention which will appear this summer in the *Proceedings*, and accept the challenge to look well into

conditions in their communities, to commend those which make their communities fit places for children, and, more important, to do their best to supply the facilities and equipment which are missing. Now more than ever before, when their homes are often unable to supply all their needs, do children need communities which form an adequate, healthful, wholesome background.

FIRE AND WATER

A SAFE and sane Fourth of July! The appeal is just as necessary, the warning just as important, as ever before. Even though fireworks may not be legally sold within certain communities, they are still obtainable at small stands just outside the city limits, and still take a number of lives in all parts of the country and inflict serious injuries.

There are now in schools for the blind some 500 children who have lost their sight as a result of accidents, chiefly through the use of fireworks, air rifles, and other weapons. About seventy children each year are blinded by accidents, an extraordinary number of which, says the National Society for the Prevention of Blindness, occur on the Fourth of July and during the few days preceding and following.

But even so, injuries and deaths from fireworks no longer head the list. The automobile has seen to that. Families without number now put their celebration money into gasoline rather than fireworks. Instead of indulging in the old pastime of setting off firecrackers and pinwheels in the back yard, they now pile into the car and drive off to celebrate the glorious Fourth. Usually they go to the seaside, or the lake, or the river. By far the greatest number of fatal Fourth of July accidents now occur in the water. Fourth of July swimming is apt to be the first of the year in many parts of the country. The bathers are not in condition, the pools and beaches are crowded and many of them are unsupervised.

Motor vehicles are a close second to water as a cause of fatal accidents on the Fourth. On this national holiday there is an exuberance which formerly displayed itself in sending up Roman candles and sky rockets but which now finds an outlet in indiscreet driving and incautious swimming. Accidents occur on other holidays, of course, but this national holiday is the peak day for them, probably because its observance is nationwide while many other holidays are merely sectional.

Officials and parents should continue to discourage private displays of fireworks, and there should be increased warnings of the newer dangers which are surpassing the old in causing loss of life.

SILVER LINING

It's an old saying that "there is no great loss without some small gain." Depressions bring losses, but not so many, possibly, as we think; and we may not always realize the actual gains to be made in health, in thrifty management of incomes, and in family cooperation.

A simple scale of living brings more joy than thoughtless spending, but one must be willing to buy cotton instead of silk, Hamburg steak instead of beef tenderloin, to make rather than to purchase ready-mades, and to use all available materials to the best advantage.

The children can earn a little, and will appreciate their hard-earned cash much more than the allowance handed over to them by Dad.

Under wise parental leadership the whole scheme of living on a reduced income becomes a purposeful game which develops the ingenuity, the resourcefulness, the physical strength, and the mental agility of each member of the family. Many a household can testify to the exhilarating climate of the home where each member is doing his best to send the barometer up instead of passively allowing it to go down.

IN CONVENTION ASSEMBLED



For the following account of the Convention at Seattle we are particularly grateful to Mrs. John E. Hayes, President of the Idaho Congress and Associate Editor of the magazine, who headed a staff of Convention reporters for CHILD WELFARE. Those assisting Mrs. Hayes were: Mrs. Francis H. Blake, President of the New York Congress; Mrs. F. Donald Carpenter, President of the Vermont Congress; Mrs. Neil Haig, Publicity Chairman for the Washington Congress; Alice Sowers, Associate Chairman of the National Committee on Parent Education; Hope Robinson; and Mary Ferre, Circulation Manager of CHILD WELFARE. For a complete report of the Thirty-Seventh Annual Convention of the National Congress of Parents and Teachers see the *Proceedings* which will be available this summer from the National Office.—THE EDITOR.

THE SPIRIT OF THE CONVENTION

OUTSTANDING in good fellowship and delightful association, the spirit of the Thirty-Seventh Annual Convention

They met the challenge with forces strong,
And builded a column of wondrous height,
Each stone of faith in a future born,
That those who come may find its light.

of the National Congress of Parents and Teachers was indicative of a desire to meet a challenge thrown to its membership by a turbulent, bitter, despondent world. A smiling, calm, courageous group they were, firm in their conviction that the love of home fires would rise above the weakness of submission to ignoble forces. Yes, the spirit of the Convention was full of the abiding consciousness that the cause of the Congress is fundamentally right and must be upheld regardless of the overwhelming desire of countless numbers to destroy idealism and spiritual values.

"The Child and His Community," a theme that brought the realization of the subtle influences which would undermine the foundations of a mighty nation, and which threaten the very existence of family life, made the delegates realize that they were face to face with the need for immediate action in order to check this inroad before the supporting columns shall crumble.

The delegates were not convened for pleasure, but for the serious business of promptly and immediately finding a

method of procedure to guide each and every local unit. Outstanding in the spirit of the Convention and in the addresses was a desire to bring back the simplicity and sincerity which are the unmistakable signs of right living.

Eleven hundred and twenty-five parents, teachers, and visitors were together at Seattle. This was the largest Congress registration at an annual convention and showed conclusively that delegates came with a determination and purpose that distance and monetary problems could not check. It was a tide of resolve which carried with mighty force the voice of a people rising to meet a challenge.

Hundreds crowded around the thirty exhibit tables daily, seeking information and help. The eagerness with which they searched exemplified the keen spirit of desire to solve the problems of a puzzled and questioning parenthood. Satisfaction with the exhibit as a whole, the record books, leaflets, and posters, was clearly expressed.

WE TALKED ACROSS THE FOOTLIGHTS

FROM the moment that Mrs. Hugh Bradford, the National President, sounded the gavel to call to order her "just pretend" Board of Managers, until the curtain fell upon the last act, the delegates who packed the theater from pit to dome sat in eager attentiveness while the scratch, scratch of rapid pencils filled the pages of the Convention notebooks.



Mrs. Hugh Bradford, National President, who was an inspiring leader at the Convention

It was different. The program called it an Organization Conference, but it seemed to be a clinic wherein the uninitiated, the experienced, as well as the discouraged P. T. A. leaders, discovered the ills of their various associations—and inspiration for their improvement and recovery. After stating that the duty of a president is to represent the entire membership, that the maintenance of a balanced organization is the responsibility of the members of the entire Board of Managers, and that the scope of the program includes modern developments in the field of child welfare, made possible by the specially interested and trained National chairmen, Mrs. Bradford thus stated the duties of a Board: "To have a National viewpoint in preparing programs flexible enough to be adopted by states for locals; to plan for local needs and possibilities; to see the value of unified effort; to prepare definite programs in the field of child welfare; to strive to secure the greatest possible good for all children. Officers, chairmen, and state presidents have specialized viewpoints which when integrated produce a National program."

Mrs. B. I. Elliot, the National Treasurer, was first called upon. She gave a model report which stated how money is budgeted and spent, what becomes of the dues we pay, and how to keep records in a way that will avoid confusion. "Every membership fee that is paid into the National treasury repre-

sents a definite service to childhood," said the Treasurer, "and our appeal to prospective members should be, not what they may get for five cent dues, but to what extent this sum may help to extend the work for child welfare."

The First Vice-President, Mrs. B. F. Langworthy, was called upon to give a report from the Executive committee, and like all other members of the Board who reported, she gave a real example of the work being carried on. "The Executive committee recommends," she said, "that the present work of the Committee on Drama and Pageantry be absorbed by the Committee on Recreation." She continued by presenting briefly the necessity for simplifying, as much as possible, the organization set-up of the Board of Managers. Here the discussion began. One member rose to ask to whom application should be made for material—in particular, pageants for Founders Day, and the Founders Day chairman responded with a clear explanation of the sources of such material. And so on. Mrs. F. M. Hosmer, Second Vice-President, gave a model report from a National officer, making cleverly useful comments upon the conduct of a state convention which she had visited, tying in state organization development with that of the National, so that it seemed easily possible to carry over every part of the National program for state and local use.

Directors of Departments were represented by Mrs. J. K. Pettengill, the Fourth Vice-President, who made clear the relationship between state and National directors and state and National chairmen. "The work of committees is not carried out through directors of departments, but through the chairmen of committees by an unbroken line of com-

munication—National, state, and local." She made those of us who are local chairmen feel securely a part of the National Congress.

Dr. William McKinley Robinson reported for a National chairman, using his own National committee work, that of Rural Service, as a basis for the report. He indicated how rural associations differ in actual set-up, in personnel of membership (here Dr. Robinson included the whole community rather than just parents and teachers of the children in school), and in the kind of program and material used. The programs worked out by the National chairman make the rural P. T. A. a real community enterprise, giving responsibility and privilege to the entire membership.

Mrs. John Hayes, President of the Idaho Congress; in reporting a study of the work of the several states, revealed that state branches have very closely followed National leadership in their programs and projects, and pointed out that effectiveness of the National program is possible only if a "two way" line of communication is kept up between National, state, and local. Speaking of one of those "lines of communication," Mrs. Charles E. Roe, Field Secretary, made it clear that the development of leadership is an exceedingly important part of a successful association and urged that a consistent attempt be made to give real, authentic information about parent-teacher work as well as programs to all members of the association. "Every member is a potential leader," she said.

After a brief interval of recreation the curtain rose on the next scene, with the National Office staff seated around a table discussing the problem of getting vital parent-teacher information in and out of the National Office. It was an interesting portrayal of

how the National Office serves in giving to state branches and local units the publications of the National Congress; how local material is collected, assembled, and put into practical form for the use of all branches; how courses, especially the popular correspondence courses used at present, serve to develop leadership in every type of community; how "news" of our doings back home becomes a release useful to hundreds of other associations in developing publicity that gives an accurate picture of the Congress to outsiders, as well as to our own members; how CHILD WELFARE, the National Parent-Teacher Magazine, offers material for parent education, for parent-teacher technique, and for home and school relationships; how the field service, as well as the office force, unites the originality and resourcefulness, the inspiration and planning of every state branch to make possible an intelligently directed program of study and activity for the advancement of child welfare across the entire nation.



Dr. William McKinley Robinson

The session continued with a six-act play showing successively the "Function of a State Branch," how its organization set-up relates to the National Congress, and how, through district, county council, city council, and local associations, all members may be drawn together in a purposeful program. Mrs. Hamilton Shaffer, President of the Ohio Congress, presided. Mrs. M. P. Summers, President of the Iowa Con-

gress, led the "Council Meeting" and a lively discussion ensued which presented problems in membership, dues, committee work, publications, minutes, by-laws, and the functioning of a state office.

"Programs of Locals," the following scene, was directed by Mrs. W. J. Hubbard, President of the Wisconsin Congress, with em-

phasis on the necessity of studying the needs of the community as a basis for building programs for that community.

The next scene, "A Radio Listening Group," presented a new development in Congress work. Miss Alice Sowers, Associate Chairman of the Parent Education committee, made it seem easily possible to develop effective study groups in any community through the use of radio and National Congress parent education material. "Broadcasters are cooperative," said Miss Sowers, "when they find that our material is sound and that it will be attractively presented."

"A High School Program" tended to show the variation in needs between high school associations and grade school units, indicating that the former group needs to include not only parent and teacher interests, but a real participation by students themselves. Mrs. William J. Hayes, President of the California Congress, presided.

In the last act, Mrs. Langworthy, First Vice-President of the Congress, conducted a conference with the general delegation taking part. A spirited discussion revealed that delegates had lost very little of the foregoing conferences, and the wholesome atmosphere of give and take made it plain that our common experiences must become the basis of further study, in order that the whole parent-teacher program may be extended to meet the increasingly difficult problems of the world today.

Throughout three days of the Convention, most of the time was devoted to discussion conferences. The Tuesday conferences described above were given before the entire delegate body, while those of Wednesday and Thursday were section conferences designed to bring out individual problems and indi-

vidual points of view. In every case the leaders were specialists, but specialists with a keen understanding of the relation between parent-teacher groups and their own fields of work. Health, Summer Round-Up, Safety, Recreation, Legislation (especially as applied to education in the present crisis), Juvenile Protection, Social Responsibility of the Com-

munity, Community Standards in Education, Leisure-Time Activities, Radio Education, Youth Organizations, Spiritual and Social Attitudes toward Modern Life, Moving Pictures, and Mental Fitness were the topics outlined on the program, but the eagerness of delegates and the generous willingness of leaders made it possible to add other conferences from day to day. "The program is flexible," the National President had announced, "since it is the purpose of

the Convention to serve the delegates." There is no doubt that this flexibility, which permitted a closer contact between leaders and delegates, was outstanding in making this Convention at Seattle not only the largest, but the most enthusiastic that this delegate has ever attended.



Dr. Anthony F. Blanks

The number of delegates to the Convention in Seattle, voting and visiting, was 1125. They represented 41 states, the District of Columbia, Alaska, and Hawaii.

There were 125 absentee registrations—members who sent the registration fee for the materials distributed to delegates.

Thirty-four delegates from British Columbia attended all sessions of the Thirty-Seventh Annual Convention.

An interested and interesting visitor to the Convention was Franklin Dunham, director of educational programs for the National Broadcasting Company. Mr. Dunham was one of the discussion leaders in the conference on Radio Education.

SPEAKERS AND SPEECHES

FROM the first to the last, the speakers on the program of this Convention challenged parents and teachers to think, to face the facts of our modern age, and to act upon them constructively for the child in his community.

Mrs. Hugh Bradford, President of the National Congress of Parents and Teachers, in opening the Thirty-Seventh Annual Convention sounded the keynote for the meetings of the week when she said: "Our Convention theme, 'The Child and His Community,' was chosen to emphasize the necessity for wholesome and adequate community environment for the child. No child can fail to be affected by his environment. The Convention theme seeks to bring to all members of the community and to all organized social and civic groups a sense of responsibility for the education and protection of children. We, as a national organization working through our local parent-teacher associations, should lead in developing a sense of community responsibility for our future citizens. We hope that this Convention will point the way toward better social, educational, and recreational opportunities for children."

The feature of the banquet, if any one person might be called the feature of so varied an evening, Francis F. Powers, Ph.D., Professor in the School of Education, University of Washington, said: "We must build into the character of our children plastic adaptability and a personal sense of value to meet the changing society. The community owes to the child a knowledge of its own objectives and mechanisms; opportunity to develop in a safe and healthy environment; and a chance for personality development in a favorable environment."



Dr. Francis F. Powers

The President of the Washington Education Association, Samuel Fleming, gave answers to three common questions in regard to the what, why, and how of health programs in the school and community. In his address, entitled "Maintaining Health Standards in the Schools," he said: "Positive health, the health that makes achievement possible, is an indispensable asset for the generation that must live in the world of tomorrow, and the school and the home must share responsibility in establishing this ideal."

Estella Ford Warner, M.D., U. S. Public Health Service, who knew her first service in public health in North Russia, emphasized the necessity of equal opportunity for health for all. Basing her talk on the straightforward history of facts of the Public Health Service, she pointed out that during the last forty years the United States has made almost unbelievable strides in diphtheria control, maternal hygiene, control of infant mortality, and in sanitation. Her statistics were most encouraging.

"Drifting Youth" are real people to Alida Bowler, National Chairman of the Juvenile Protection Committee, and Director, Juvenile Delinquency, U. S. Children's Bureau. Miss Bowler produced for Convention delegates staggering figures that seemed to prove conclusively the magnitude of the task confronting the American people if they solve this problem of its drifting youth. She urged that we ratify the Child Labor Amendment, secure federal funds to be distributed locally to care for the itinerant thousands, and organize committees in city, county, and state to plan and develop services and activities to keep boys and girls at home.

Through such a varied program as the

Convention offered, we had an occasional glimpse of humor. Dr. Anthony F. Blanks, Associate Professor of Public Speaking, University of California, kept his audience in twinkles of humor even while he reminded us that if we look facts in the face we must realize that we have made a pretty sorry mess of our affairs. Our hope for the future happiness of our children lies in teaching them to value and care for our land, our national resources, our governmental processes, our educational institutions, and our constitution.

Reared on a farm, and possessed of a natural sympathy for the problems of rural people, Dr. William McKinley Robinson, National Chairman of Rural Service, and Director of Rural Education, Western State College, Kalamazoo, Michigan, contends that education is but the tool by which a nation's ideals and inspiration are promulgated among its people. "Our educational systems," he said, "have gradually changed to meet the changing conditions; since the first of the nineteenth century our chief characteristics have been love of the material things of life, an increasing regard for science, and a passion for individuality."

Dr. Joseph Artman, who has a record of years in the educational field and a fine background of spiritual training as a Congrega-

tional minister, in his address, "Community Influences on the Spiritual and Ethical Life of the Child," said: "Any sizable gain in securing a better environment must begin in recreating our central philosophy of living. We must develop social standards for our day that will make a wholesome social order possible."

The National Chairman of Motion Pictures, Mrs. Robbins Gilman, who is also General Secretary of the Women's Cooperative Alliance, Minneapolis, presented irrefutable facts about the effects of poor motion pictures upon immature minds. She asserted that censorship and advertising of pictures which cannot meet with the approval of careful parents and teachers are not effective and, in fact, through giving publicity they arouse interest in these pictures.

Throughout the Convention the speakers, students all of them of the problems of various phases of this age, and actively engaged in putting theories to the test of practice in each field, presented to the audience facts and pictures whose accuracy cannot be denied. They left with all who heard them a deeper insight into our community life as it affects children, a keener desire to carry on the activities of the Congress, and an honest appreciation of the work being done by our professional groups.



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Estella Ford Warner, M.D.

GLEANED FROM THE BOARD MEETING

The Congress insignia—an oak tree in gold on a field of blue—was accepted as the official design for a National Congress flag.

The name "Committee on Library Extension" was changed to "Committee on Library Service."

The Committee on Drama and Pageantry was dropped. The work of the former committee is to be absorbed by the Committee on Recreation.

Mrs. Alfred Gillette, of Boston, was appointed chairman of the Committee on Kindergarten Extension.

The word "social" was substituted for "moral"

in the last sentence of Congress objectives, making it read, "physical, mental, social, and spiritual education."

The following members constitute the Nominating Committee: Mrs. S. M. N. Marrs, Mrs. A. B. Shuttleworth, Mrs. W. J. Hockett, Mrs. B. C. Hopkins, Miss Charl Williams.

Nominating Committee for Chairmen: Mrs. John Wilson, Mrs. James G. Sheehan, Mrs. Holland Flagler, Mrs. T. Merle Shaw, Mrs. F. M. Hosmer, Mrs. A. F. Wood, Mrs. J. K. Pettengill.

The next Convention will be in Des Moines.

PARENTS AND PARENT EDUCATION

THE Convention has done you a lot of good" was the comment with which her fifteen-year-old daughter surprised a Seattle mother one evening during the Convention. She was even more surprised—also a bit chagrined and considerably pleased—when the daughter explained further, "Tonight you never said a word while I was getting dinner and washing the dishes. Last week you would have found several things wrong." Need one look further in seeking an answer to the question, "Are parent education classes worth while?"

"A better understanding of the boy's side of it" was given by a certain delegate as an example of another immediate result of the class. Part of the discussion on Wednesday centered around the problems which adults present to adolescents and emphasized the need for seeing the problems of youth through the eyes of youth itself. The next day, while waiting in the rain for a street car, the delegate saw a high school boy carrying a closed umbrella. When he reached the corner, he removed his overshoes and placed them, with his umbrella, under a hedge. The street car came and he rode to school.

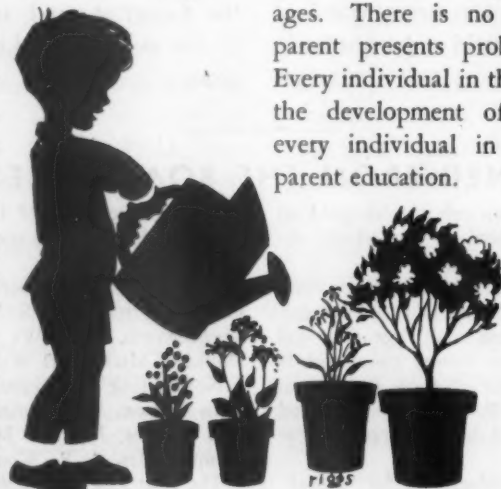
"No matter where we start we always get back to parent education." "Parent education is the theme of this Convention." These and similar remarks which were heard among the delegates and visitors show the harmony of thought among the speakers and discussion leaders at the Convention and point out the method and value of integrating the programs of the various parent-teacher committees. Statements such as, "Improvement in the plan will come when larger numbers understand

the purpose back of it," and, "Through our study groups we can have a nucleus of well-informed people," were found in every address. Each speaker stressed the need for reaching all groups with the information which would bring about the change he was advocating; in each lecture or conference study groups were suggested as a means for promoting a carry-over program. Is it any wonder, then, that eight o'clock each morning found the spacious Spanish Ballroom filled to capacity with over a thousand parents alert to the opportunity offered for help in furthering the study programs of their associations?

Even with four classes the time was too short for a discussion of all phases of parent education or for an exhaustive discussion of any one. No effort was made to arrive at conclusions. However, many questions were discussed, under the leadership of Alice Sowers, Associate Chairman of Parent Education, and many practical suggestions were given. It was agreed, since all communities are being faced with the question, "How can we reach the parents who need it most?" to accept this as a challenge. Discussion brought out the following points:

1. There is no perfect child; every child presents a problem to his parents at some age and most children present problems at all ages. There is no perfect parent; every parent presents problems to his children. Every individual in the community influences the development of children. Therefore, every individual in the community needs parent education.

2. Publicity, always an important factor in reaching all the people of a community, offers most promise of success for parent education programs when it is made personal. Calling in person



and by telephone, offering to take the prospective member to the meeting in a car, wording the notice to touch a family problem, having the children put handwork on the notices, asking the parents to reply to the invitation, and giving points to members of students' clubs as part of their credit for getting out notices were named as successful devices being employed in various states. Other publicity methods being used are radio announcements, bulletin board notices in schools and public libraries, use of the CHILD WELFARE MAGAZINE Acorn Release material in newspapers, presentation of plays and dramatizations.

3. Interest in study groups is being stimulated through parent-teacher meetings, conventions, and conferences. Frequently home room sponsors and teachers have opportunities to promote study group participation when parents come to the school to discuss problems of child guidance. A teacher often suggests a book or an article which may be of help to the parent or she may say, "We have a study group discussing this very problem," and invite the parents to attend the next meeting.

4. There is a direct benefit to home life when both the father and the mother belong to a study group, and many states are reporting increasing interest on the part of fathers. Holding the group meeting at a time when fathers can attend, calling it "discussion group" rather than "study group," making the first topics of general interest to men and letting child guidance topics develop out of them are some of the methods being employed. In one city the Fathersingers organized a group for study; in another, a group of men meet in a barber shop and discuss father-child relationships.

A parent education program which will hold the interest of the parents and be most helpful to them must be based upon problems arising out of their daily experiences with their children and upon the needs of the community. How, then, can study group leaders and chairmen discover the needs of

the parents and of the community? The following suggestions were made:

1. An informal discussion with the prospective members of the group. The year's program may be developed around answers to such questions as: Why do your children quarrel? Why do you scold your children? Why do you punish them?

2. Practical programs built around the answers which are secured through questionnaires. From the school came such problems as lack of punctuality, inattention, and late hours. The parents suggested discussing: How much home work should a child be expected to do? How much are parents expected to help with the home work? How can parents help high school boys develop ambition? Is it detrimental to set too high a standard for a boy? What are the disadvantages of grading? Should children be hurried through school? Should children attend parent-teacher meetings? How can a parent make amends to a child for an unjust punishment? How can a parent inspire a third grade boy to be interested in school? What method can a parent follow to correct fingernail-biting? How can we help children to take responsibility? Do parents of girls have more difficulty in bringing up their children than parents of boys?

Questionnaires for children to answer, especially high school boys and girls, have been found to be of value in a number of communities. Care must be taken that the questions do not imply criticism of the parents or teachers and that they do not stimulate discussions involving personalities. A Seattle school has used these questions successfully: What would make you happier in your home? What would make you happier in your school? What would make you happier in your community?

Since most parent-teacher activities are directed toward some form of parent education, it is inevitable that there will be some overlapping in the programs of various committees. It was agreed that this overlapping may be used to give emphasis to the work of

each committee concerned and serve to increase the value of all.

Just as it is important to include in the program such topics as are of interest to all the members of the group, so is it necessary to employ the method of leadership which best meets the need of the group. A method which is successful with one group may not work with another. One class period was devoted to a discussion of the Congress leaflet, "Parent Education Study Groups," which gives information concerning study group organization and methods, and lists suggested qualifications for leaders; and of the *Parent Education, Third Yearbook* and the *CHILD WELFARE MAGAZINE*, both of which contain valuable subject matter especially designed for study groups.

Questions which had been placed in the Question Box during the week were discussed during the last class. These questions covered a wide range, from problems of child guidance to those of study group leadership.

In general, the results of discussions of the week may be summarized as follows:

1. Many of the problems of children and youth today are caused by a lack of understanding.

2. A knowledge of methods of child guidance is essential for promoting well-rounded child development.

3. The chief training children get is through what we as adults do and are, rather than through what we tell them to do.

4. Parent education is needed by everyone in the community and the challenge to the P. T. A. may be, "How can we reach all the people?" rather than, "How can we reach the people who need it most?"

5. Through the promotion of study groups parent-teacher associations are able to offer a medium through which all parent-teacher projects may reach out to all the people of the community.

The inspiration and practical suggestions received during these classes when people from all parts of the country came together and exchanged experiences should mean nation-wide progress, not in parent education alone, but in the entire program of the National Congress of Parents and Teachers.

CONSULTATION HOURS

CONSULTATION Hour — Junior Foyer, Olympic Hotel, 4.30 to 5.30." So said the Convention program.

"Where is the Junior Foyer?" "Have you seen Mrs. Roe?" "Does anybody know where Mrs. Watkins is holding her conference this afternoon?" So asked the delegates. How they rushed around that first afternoon of the Convention, frantically trying to get oriented to the conference rooms, fearful lest they might miss a few of the precious minutes of the one hour during that day devoted to informal conference with National Chairmen of the Department of Extension, committees-at-large, and office secretaries from whom information and advice were eagerly sought.

The matter of a conference hour through-

out the week for informal consultations with National Board members was an innovation on the Convention program but, judging from the way it appealed to the delegates, we believe it will hereafter be a regular part of every Convention program.

Each afternoon there were six or seven of these informal conferences in session. The average attendance in each was approximately fifty, and if the interest and satisfaction on the part of the delegates may be used as a measure we can report complete success for all. In almost every case the time allotment was too short and the conference was continued the next morning before the regular afternoon program began.

Special interest was shown in membership,

parent education, Congress motion picture plans, correspondence courses, and councils.

Perhaps the interest in councils was paramount, or at least most sustained, since the conference began on Wednesday afternoon and was continued on Thursday morning and Friday. "The Functions of a Council" was the general subject. From 150 to 200 delegates were in attendance. The leader, Mrs. Roe, explained many of the special subjects, such as membership and publications as they pertain to councils, and ways in which the council may act as a clearing house for local units and assist local presidents and officers.

Interest in correspondence courses was very great. Requests for new courses were made. The desire for information makes us believe that there is a widespread appreciation of the value of the correspondence courses conducted by Mrs. Arthur C. Watkins and that next year there will be a perceptible increase in enrollment for these courses.

The information and advice which all National Board members could give was sought eagerly. Many unscheduled conferences were held. After Dr. Joseph M. Artman's splendid presentation of the topic, "Community Influences on the Spiritual and Ethical Life of the Child," at a general session, an enthusiastic group followed close on the heels of Dr. Artman or acted as an advance guard as he went from the theater to carry on his topic in an informal conference hurriedly arranged for this purpose. Dr. Artman suggested that the first step in securing cooperation for the advancement of the spiritual and ethical life of the child in the community is to decide upon a single problem relating to the welfare of the child, and through common effort in behalf of the problem to develop the need and value of working



Dr. Joseph M. Artman

together toward one goal.

Intense interest was manifest in the conference on rural service which was conducted Thursday afternoon by Dr. William McKinley Robinson. This, like several others, was a request conference. Dr. Robinson explained that the character of the rural program is of necessity different from the general parent-teacher program since the rural association is a community organization attended by

groups of people of all ages from babies to grandparents, including a few aunts, uncles, and visitors from neighboring communities. He urged the preparation of a rural program with the realization that the local community is largely self-dependent as to resources; and he advised breaking the program into many small parts so that participating members might be many but no one required to make a very extended contribution.

Repeatedly a request has come to the National Chairman of Rural Service for definite program material. Dr. Robinson explained that this department is working on programs particularly adaptable to rural needs. It is hoped that this type of pattern material will be helpful to others, particularly state and National committeemen, in building on other themes a series of programs for rural associations. At the conference there were distributed mimeographed sheets showing what some of the state Rural Service chairmen are doing.

The conference under the direction of Mr. Newell W. Edson, National Chairman of Social Hygiene, centered around an analysis of community responsibility for the child's social development. Mr. Edson laid the foundations for development upon a consideration of the way the child makes his social adjustments, especially the boy-girl adjustment. Dr. Augustus Dvorak of the

School of Education, University of Washington, indicated common ways in which the child becomes initiated into social codes and community standards. Mrs. George Cole, Social Hygiene Chairman of the Washington Congress, spoke on the rôle of the parent-teacher association in boy-girl adjustments and on the need for cooperation with other community agencies to aid such adjustments.

Every field of parent-teacher activity was covered by the informal conferences during

the week. To list them all and to evaluate each separately is impossible, but those who observed the enthusiasm and interest of the delegates in this welcomed part of the Convention program will bear witness to its success. Whether they were wearied, footsore, and muscle-bound as a result of climbing the hills of Seattle or the stairs leading to these conferences, the delegates were unanimously of the opinion that it was all worth while.

INTERNATIONAL EVENING

IT doesn't matter if we do not agree, but it does matter if we understand each other."

This sentence from the greeting presented by Mrs. Edward Mahon, Vancouver, B. C., representing the International Federation of Home and School, seems to reflect the trend of the entire program for International Evening. Mrs. Mahon summarized briefly the type of work that is being done for home and school cooperation in various countries belonging to the Federation. "Child Happiness" they call the work in Finland, where the organization is known as the Home Society, and the publication, the *Home Magazine*, but the work is the same even though a sleigh and reindeer are the means of bringing outside contacts to these parent-teacher groups.

"Denmark, where young people talk their heads off to put the world straight, is the one country in the world that actually *lives co-operation*," said Mrs. Mahon, "and this country has weathered the economic storm of today.

"When we hear a group

of Japanese children singing 'The Blue Bells of Scotland,' we realize that it is only the grownups who make the children of today feel that adjustment between nationalities is difficult. Children accept each other. May we find their spirit. Every parent-teacher member in the United States is an unconscious worker for the International Federation, whose one great object is to teach that the greatest thing in life, after all, is the art of living."

Mr. Charles Emery Asbury, former president of the Washington Education Association, and now vice-president of that Association, spoke about "Our Neighbors."

He made us feel that the little things of life, the careless utterances to passing acquaintances, the casual treatment of neighbors from other lands, have more to do with lasting peace than almost any other one thing. Mr. Asbury has spent most of his professional life with people foreign to the United States, both in educational work and in other fields. Many years as a teacher in the Philippines, China, Japan,



Dr. Charles Emery Asbury

and as an official in the consular service of the United States have fitted him admirably to talk with authority on the subject of "The Child and His Neighbors."

Mr. Asbury said, in part: "The seed beds of world peace are the educational systems of civilized nations. Even the seven sacred objectives are too narrow unless they are considered in the light of the greater social objective for which they prepare. International aspects of the Junior Red Cross, Scouts,

Reserves, and other organizations of this kind contribute greatly to creating an attitude of international good will. Teach economic causes and results rather than the glory of war. The new diplomacy demands a seeding of friendship and understanding. Let us make the symbol of peace the camera of the explorer, the microscope of the scientist, the merciful hum of Lindy's motor over the famine-stricken masses of flooded China. Let us live peace."

HOW WE PLAYED

SUCH lovely things as were planned to make us happy at the Convention! Notes from our Seattle sponsors arrived before we left our home states asking the time of our arrival. The sponsors themselves were on hand with open umbrellas to greet us as we came down the gangplank or through the station in the pelting rain. Gorgeous bouquets of flowers bearing their cards later arrived in our hotel rooms.

The first real festivity came Saturday afternoon when courtesy cars met us at 5.30 for a lovely drive up and down the hills of Seattle where every house is a home and every home has a rock garden of beautiful flowers. Bank after bank of velvety lawns and soft gray stones, little posies, pink and blue and lavender, growing in the crannies; and in the less populated sections, slopes covered with yellow broom imported from Scotland and spreading as far as eye could reach; neat clipped hedges, sometimes of holly or ivy; queer dwarfed Japanese trees, all added their fascination to unaccustomed eastern eyes. In mock dismay we said to one another, "Can it be that we are falling for the West?" The wonderful harbor, Mt. Rainier looking tremendously like Fujiyama, the Cascade range in the distance combined to rout us completely as we fell victims to the spell of the Pacific Coast.

Following the drive, dinner was served on

board the Santa Paula of the Grace Line, one of the New York-Panama-Seattle steamers. National Board members were guests at the charmingly appointed tables where ship place-cards, corsages of spring flowers, and gifts of brocaded albums with pictures of old and new Japan awaited us. The banquet delicacies, from enormous scallops to tiny grapes, tempted our palates. Clever speeches by our Captain, Mrs. Bradford, and other officers, delightful songs and dances, as we imagined that we were visiting Japan or Spain or Italy, completed our pretended world cruise. A most delightful interlude in a day of strenuous meetings lasting from 8 a. m. well on to midnight.

On Sunday morning delegates attended the churches of their choice or strolled about the city. When the state presidents entered the ballroom at noon for the Presidents' Luncheon, Alaska was all about us. Enormous totem poles stood in front of a background of fir trees; tiny totem poles and gumdrop igloos bearing place-card flags were at each plate. In the center of the hollow square of banquet tables toy polar bears played over an icy glacier, while the tables themselves were decorated with enormous blue and gold canoes of yellow spring flowers and tall paper candles in the Congress colors. Mrs. Alvin Waggoner of South Dakota, charming President of the Presidents' Club, pre-

sided, and introduced as post-prandial speakers Mrs. Bradford, Mrs. Langworthy, Mrs. Wilkinson, and Mrs. Fred Dick, who urged that the past presidents be given work to do and that we all stand together "to laugh and love and live." Our National President urged us to let our constructive acts be carved as clearly as were the old totem poles. Mrs. Summers of Iowa in her "Dreams of a President" brought out the joys and sorrows of P. T. A. work, stressing the quiet satisfaction of service to humanity. The newly elected officers, Mrs. M. D. Wilkinson of Washington State, our gracious hostess, President; efficient Mrs. Walter Greenwood of Pennsylvania, Vice-President; and peppy Mrs. Paul Bradley of Nebraska, Secretary-Treasurer, were then introduced. Before the luncheon meeting adjourned, delightful views of Alaska were thrown on a screen and we learned that the country is not just one cake of ice but has beautiful foliage and strawberries, six of which will fill a quart jar!

Cars were waiting to drive us to the University of Washington, where in the open-air theater on the lovely campus overlooking the city was held the pageant and tree-planting ceremony during which a red oak was dedicated to American Education. Mrs. Bradford urged that all who watch a tree grow should remember that in the same way must we nourish education; and Larry Hubbard, Vice-President of the Associated Students, accepted the tree with touching words as an emblem of the "service and unselfishness of your organization in the cause of education." A group of several hundred white-gowned Mothersingers sang "The Green Cathedral" and "America the Beautiful." It is hoped that the lovely pageant symbolizing the characteristics of the National Congress may be made available for Founders' Day celebrations. The rhythmic interpretations, to harp accompaniment, were created and produced by Lincoln High School girls; and the characters, strength, beauty, vision, universal good will, and others, were portrayed by mothers who belong to preschool parent-

teacher associations. Seattle has about 125 parent-teacher associations. Of these, 45 are preschool, 70 elementary, and 9 in senior high schools. Three councils, meeting monthly, bring the three respective groups into cooperative action.

Following the pageant a delightful reception, under the auspices of the High School Council, was given in the Home Economics Building. Delegates had a chance to wander about the campus with its holly bushes and its flowering shrubs; to visit the museum of Indian, Alaskan, and Far Eastern relics; and, on the return trip, to drive along the boulevards and through the beautiful parks filled with azaleas and rhododendrons, flowering hawthorn, wistaria, laburnum, tall tulips, and tiny pansies in gorgeous color schemes; and to view Seattle's modernistic new art museum and many handsome public buildings.

Inspiring was the devotional service held, as is customary, the Sunday evening preceding the opening of the Convention. Ministers of four different faiths assisted in the service. Beautiful music was rendered by the Ballard High School choir, and a fine address on "The Moral Obligation to Be Intelligent" was given by the Reverend Geoffrey Stafford, Pastor of the University Temple.

A never-to-be-forgotten evening was that of Monday when we celebrated Pioneer Days at our annual banquet. The Spanish Ballroom was transformed into the interior of a frontier cabin. Huge simulated tree trunks rose to the roof and the balcony rails were hung with rugs, skins, fishing tackle, baskets, snowshoes, hunting and trapping equipment, carpetbags, and Indian blankets, all museum pieces. Red checked tablecloths covered the long banquet tables which were lighted by oil lamps or candles set in bits of wood. Through the moss and branches on the tables wound a long train of prairie schooners, fashioned by the boys and girls of Seattle schools. Realistic clothespin Indians attacked the ox-drivers, while the sunbonneted prairie mothers looked on, or fled from the big black bears in the snow-capped mountain ranges. At each place

covered wagons, marked "N. C. P. T., Seattle, 1933," served as baskets for the delicious pine nuts known only in this part of the country. At the entrance of the banquet hall we were greeted by our hostesses in the bonnets and shawls and tight bodices of yesteryear. A charming Indian maiden in a beautiful beaded costume escorted our National officers to their places; later in the program Indian dances to a monotonous drum accompaniment were performed by a high school boy in beautiful costume. Music was a feature of the whole evening, from the assembly singing of the songs our grandmothers sang, led by the Mothersingers, through the solos of Lilian Schoenberg Oats, to the final lovely "Aloha Oe" of the Idaho Trumpeters, champions of the nation. Delightful indeed were the after-dinner remarks of Superintendent McClure, the toastmaster, and Samuel Fleming, President of the Washington Education Association, and the audience rocked appreciatively at the modest jokes the educators cracked at each other's expense and at the explanation of the main speaker of the evening as to why he did not appear as

Daniel Boone. Dr. Francis Powers of the School of Education of the University of Washington, however, proved himself to be a scholar as well as a student of human nature in his speech on "The Child and His Community."

The main banquet was attended by 900 people, and 400 more, who could not be accommodated in the Spanish Ballroom, came in later from another hall. An impressive entrance was made by the Oregon delegation of 150 singing their state song. Mrs. Delmars of Vancouver headed a group of 30 Canadians, some from as far east as Toronto. A total of forty-one states, Alaska, and Hawaii were represented.

No other formal banquet was scheduled this year, for the CHILD WELFARE MAGAZINE awards were given out at the Tuesday evening meeting. At this meeting, which was attended by a thousand delegates and guests, Mrs. Robbins Gilman, Chairman of the Committee on Motion Pictures and director of the CHILD WELFARE "Film Service," explained the new motion picture plan of the Congress

(Continued on page 544)



The pageant which was a feature of the tree planting was beautiful and impressive

THE TREK UP THE MOUNTAIN

NO account of the Seattle Convention would be complete without a mention of the Post-Convention trip to Mt. Rainier, or "The Mountain," as it is affectionately called, and of the strawberry festival following it at Puyallup. Fourteen cars contributed by the grade school teachers of Seattle in gratitude for the stand of the National Congress on education, took many of the 150 delegates who had remained in Seattle for the trip to the Park. The rest followed in a large bus chartered for the occasion. They feel that they had the most fun from the trip which was enlivened by many keen witticisms and much close harmony.

Luncheon was enjoyed at the National Park Inn and a surprise feature was the appearance of Mr. Fleming, President of the Washington Education Association, bound by handcuffs to a stalwart forest-ranger. A brief court scene was then enacted during which one of our fair hostesses brought the charge that he had washed her face with snow. The case was then appealed to the Judge of the Supreme Court, personified by Mrs. Bradford, who ruled that the prisoner had acted in self-defense, and therefore gave him permission to wash the faces of any of those present (except the judge) whom he could catch! Much merriment followed until, quite exhausted, the group gathered about the large stone fireplace in the foyer to listen to the Park Ranger Naturalist who explained the flora and fauna of the mountain, and illustrated his talk with delightful colored slides. As the group came down the steps of the Inn the sun broke upon the mountain and illumined it in the full glory of its icy majesty—a never-to-be-forgotten impression.

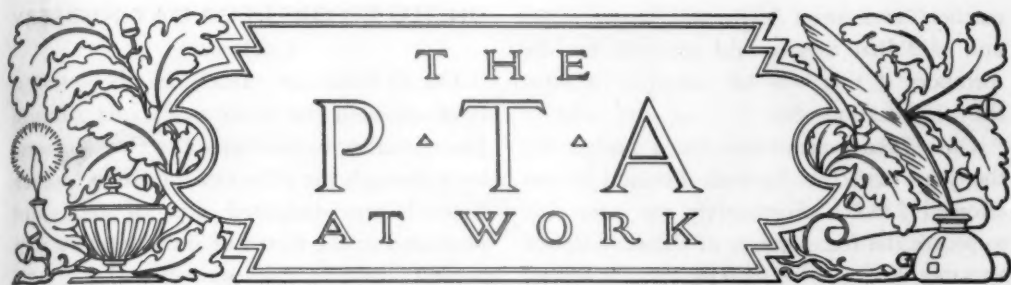
The cars drove some nine miles further along the mountain curves overlooking precipitous heights, by the edge of a glacier, one of the twenty-eight on the mountain, to the spot where in twelve feet of snow a skiing party performed for the benefit of those less venturesome. Fun it was to see Louisiana and Arkansas snowballing one another mindful of the reports from their home states that the mercury was soaring around 100 degrees.

To Mrs. Wilson, whom we learned to love as do the home folks, whose tumultuous applause each time she appeared she asked us not to "mind," to our beloved Mrs. Wilkinson, Washington's popular president, and to all the committee chairmen and sponsors we can never express our gratitude. For the day at Mt. Rainier, for the Strawberry Festival, for all the festivities that have just been recorded we thank them from the depths of our hearts, but most of all we thank them for their personal charm, their indomitable spirits, and the gracious hospitality with which they welcomed alike those from home and those from afar. More than a thousand delegates will remember them and the beautiful closing ceremony when, in honor of Hawaii's delegate, who throughout the session wore about her neck a lovely "lei," we tried, with tears in our eyes, lumps in our throats, and smiles on our lips to sing "Aloha Oe," our "Hail and Farewell," and so brought to a close the Thirty-Seventh National Convention.



Photograph by Grady
Mrs. H. V. Wilson, local chairman for Convention arrangements

The new address of Mrs. A. H. Reeve, President of the International Federation of Home and School, is The Touraine, 1520 Spruce Street, Philadelphia, Pennsylvania.



Edited by HELEN R. WENTWORTH • 143 Cliff Road, Wellesley Hills, Mass.

THE SUMMER ROUND-UP

Louisiana

Pearl River is a widely scattered village with a population of about 300. There is no visiting nurse or health inspector, and it is seven miles to the nearest doctor or drug store. When the Summer Round-Up was announced at the school there was a wholesale response from the mothers. The parent-teacher association decided to include for examination all the younger children whose parents wanted it. Early one morning in May the entrants assembled at the school. We had four cars in which to take twenty-five children to Slidell, our nearest town.

After examinations by both a doctor and a dentist, it was found that more than two-thirds of the children suffered from adenoids or from some form of tonsil affection. There were also the usual number of common defects, and one case of hookworm which is prevalent in many sections of the South. The six-year-old boy who had hookworm had slept through most of his first half term of school, and had made practically no progress in his studies. He was taken to the Charity Hospital in New Orleans for treatment. At school this winter he has done really distinguished work, equal to that of most ten-year-olds. With two exceptions, all of our cases were treated at the Charity Hospital, or will return there for treatment next summer. Not all could be accommodated this year because of the overcrowded condition of the hospital.

We believe that a real result of the Round-Up was an awakened interest in the school, or rather an awakened civic spirit. When in the fall it was discovered that many of the children were coming to school without sufficient lunch, or with no lunch at all, and we opened our first school lunch room, almost like magic supplies and money for it were secured, and for nearly three months an average of 100 children were served daily. We feel sure that hereafter "the folks" will respond for any cause when we need them.—MARY W. LEWIS, *President, Pearl River.*

Michigan

A Summer Round-Up had never been attempted at the Everett School until the summer of 1932. We found the outline sent by the National Congress so clear that after selecting the committee and asking each member of it to study the outline, the plans were easily made and executed.

The teachers of the school were asked to secure names of children ready to enter school. With these names as a base, the visiting committee made a house to house canvass and secured other names. Seventy-eight children were on the final list, but an epidemic of chicken pox cut the number to fifty-two.

Parents welcomed the opportunity of having their children examined by competent physicians and dentists, and many who were not familiar with the work of the parent-

teacher association expressed appreciation and said that they would certainly become members if this was an example of what the organization did.

Our Finance committee has a budget for the year, and the Summer Round-Up was allowed \$25.00. Fortunately we were able to secure the free services of the state dental and mouth hygienist, so only the physicians' fees and expenses for milk were taken from the fund. Kindergarten tables and chairs—with toys at each table—were provided, and milk and crackers were served to the children during the morning. The balance of \$13.00 was used for follow-up remedial work, particularly in dentistry.—MRS. FLORENCE COSLAW, 322 Berry Avenue, Lansing.



The Day Nursery, built through the efforts of the Santa Monica Council of Parent-Teacher Associations

The John Burroughs Parent-Teacher Association of Los Angeles has been publishing since November, 1932, a very interesting bulletin, *Parent-Teacher Facts and Features*. It is edited by Mrs. J. F. Cook in the interest of "An Informed Membership." The printing is done at the print shop of the school, and reflects much credit on the teacher and the boys in his class whose enthusiasm and cooperation have been enlisted in the work.

UNITED EFFORTS FOR DAY NURSERY

California

On October 28, 1932, in the greatest celebration in the history of Santa Monica parent-teacher associations, the Day Nursery, built through the efforts of the Santa Monica Council, was dedicated, free of debt, and presented to the board of directors who will be responsible for its operation.

Three years ago the council decided that Santa Monica should have a place which would care during the day for motherless children whose fathers can be with them only outside of work hours and for children whose mothers are employed. When first suggested, the project seemed too large to manage; but after much consideration the council members decided that they could and would secure a day nursery for the city. The council originated the project, but it has been assisted by almost every organization in the city and by many individuals.

The building fund was raised through the assistance of twelve associations, including the men's service clubs and the women's organizations, by private donations, mite boxes in the homes of interested people, and Day Nursery banks in stores, theaters, and shops. Parties and sales were held to raise money. The land was donated, and all labor on the building given free by the Building Trades Union, as was the time and work of the architect and contractor.

The dedicatory program was in charge of the president of the council, and there was music by a Mothersingers group.—*Santa Monica EVENING OUTLOOK and Los Angeles TIMES.*

UNION MEETING

Idaho

The Pocatello Parent-Teacher Council reports a successful plan for obtaining large attendance at a parent-teacher meeting. Although the meeting took place on the night before the national election, when there were three political rallies in the city, there were 350 in attendance, and at least half of them were men. This was the plan.

In October the council invited all of the associations in the city to a joint evening meeting to be held in November, at which Miss Alice Sowers, Associate Chairman of Parent Education of the National Congress, would speak on the subject, "Sending the Whole Child to School."



The Welfare Department of the Berkeley P. T. A. (above) has done fine work in renovating garments for needy children, in addition to Red Cross sewing. Edison P. T. A. members (right) have made 550 garments for the Red Cross. Both associations are in Denver, Colorado



Each parent-teacher association held a business meeting in an assigned classroom of the high school at seven-thirty, before the joint meeting in the auditorium of the same school at eight o'clock. This made it possible for each association to hold its November meeting and at the same time take part in an enthusiastic parent education meeting. It also gave an opportunity for the members of the different associations to become acquainted with one another.—EUGENE KILE, President, Parent-Teacher Council, Pocatello.

COOPERATION FOR CHARACTER TRAINING

Alabama

After two years of keen observation, analytical study, many conferences of the faculty members of the Bellinger Hill School, and two years of programs on character building in the parent-teacher association, a standard was evolved by which a character report of each child is sent home four times during the school year.

A letter accompanies the first report explaining that while the report will have no influence on the child's class standing or promotion, desirable habits and right attitudes are potent factors in his success. Parents are urged to work with the faculty to help each child to be self-reliant, dependable, efficient, and eager to do his best.

The grades on the character report are four: excellent, good, fair, and poor. Grading is given on seven distinct traits: effort, orderliness, obedience, promptness, self-con-

trol, sense of responsibility, and good sportsmanship. There are subdivisions of each of these traits.

It takes much of the teachers' time to make these reports, for the grading is conscientiously done; but the reports are bringing parents closer to the teachers, and both parents and teachers closer to the child. They are all working together with the realization that knowledge is worthless without character.—Montgomery, Alabama, JOURNAL AND THE TIMES.

UNUSUAL GIFTS

New Jersey

The Parent-Teacher Association of the Sharp School in Camden gave the school a beautiful curtain for the auditorium and a radio. Last year it decided that the children promoted from the school should be given a remembrance. A member of the association designed a pin in the shape of an oak leaf, suggestive of the Congress emblem, and bearing the name of the school and the year of graduation in raised letters.

Members and friends of the association were invited to a school assembly at which the officers of the P. T. A. were platform guests. After the regular assembly program, the president of the association presented the pins to the members of the graduating class, and in a short speech explained the value of parent-teacher associations and the meaning of the pin, and praised the children for their work at Sharp.—ETHEL M. LEE, 673 Fairview Street, Camden.

"GET ACQUAINTED" BANQUET

Arizona

The Pima County Council held a banquet in December. Members of every association were urged to be present, and each association president brought as her special guest the principal of her school. Other special guests were the president of Arizona University, the superintendent of the Tucson public schools, the county superintendent of public instruction, the dean of the college of education of the university, the state director of recreation, and a former state parent-teacher president.—MRS. H. H. ROY-ALTY, 211 N. Melrose, Tucson.



The state board of the Colorado Congress was host at a luncheon to county superintendents of schools and all county P. T. A. presidents on April 5. It is hoped that this method of contacting county school supervisors will bear fruit in the organization of

many new associations. Mrs. Inez Johnson Lewis, State Superintendent of Schools, and Governor Edward Johnson were the guest speakers at the luncheon.—MRS. T. G. NYLIN, 321 Museum Boulevard, Denver.

PUBLICITY PAYS

Mississippi

In the parent-teacher world of Mississippi the outstanding event in the month of October was the Parent-Teacher Week which was observed October 16-22. Detailed plans for the observance of this week were sent to each local president. All over the state workers tried to make the public "school conscious" and "parent-teacher minded."

It is for the parent-teacher associations to create a public sentiment which shall favor good teachers, good school equipment, and good facilities. Also during this week the public was told what the parent-teacher associations are doing.

Newspapers got out special parent-teacher editions, sections, or supplements; and pulpit, radio, and rallies in men's and women's clubs proclaimed the aims and objects of the National Congress and the state branch.—*Adapted from THE MISSISSIPPI PARENT-TEACHER.*

Minnesota

As a means of advertising the state convention, the publicity department of the Minnesota Congress sponsored a poster contest. As the cut announcing the contest said, "This is your opportunity to make your association 'convention-minded!'" Rules for the contest cover: size of poster, lettering, labeling for identification, dates of entering, and directions for mailing. The awards were offered for three outstanding posters, and five entries received honorable mention.

Particularly last year when newspaper space was hard to get because of the importance of presidential election news, this means of interesting individual associations in convention advertising proved very effective.—MRS. H. W. HELLIER, *State Publicity Chairman, Minneapolis.*



Coffee and poor marks so often go hand in hand

Can coffee affect the grades that children get in school? Read the amazing discoveries of research investigators.

WHAT? Coffee affect a child's school-work? Yes, coffee—coffee that unsuspecting parents let their children drink.

Coffee is harmful to children. It contains caffeine—a drug frequently given by physicians as an emergency stimulant. A single cup of coffee often contains as much as two grains of this drug.

Coffee makes children nervous and irritable. It can keep them from getting the sound sleep so essential to health.

Nor is that all. By crowding milk and other nourishing foods out of the diet, coffee is a cause of under-nourishment in children. Thus it robs them of natural health, lowers their vitality, makes them more susceptible to disease.

What research has proved

A survey by a world-famous re-

search institution among 80,000 school children proved that coffee harms children mentally as well as physically. *Only 16.3% of those who drank coffee received good marks in school. But 44.7% of those who did not drink coffee received good marks.*

Another survey, made at a children's clinic, showed that *more than 85% of the undernourished children drank coffee.*

Is it any wonder that medical authorities condemn coffee for children?

A hot, healthful drink

"But," you may argue, "my children need a hot drink in the morning." True. But give them a hot drink that builds up—Postum made with hot milk. It contains no drug—no stimulant.

Postum made with milk combines the wholesomeness of the wheat and bran in Postum with all the nourishing qualities of milk. It's rich in the very body-build-

ing elements that children should have.

Postum is easily prepared. It costs less than $\frac{1}{2}$ ¢ a cup.

As a wise parent, beware of giving your children coffee—or even milk flavored with coffee, for too often that builds an appetite for full-strength coffee. Start giving your children Postum today. Order from your grocer, or mail the coupon for one week's free supply. Don't miss the fascinating Postum show in the General Foods exhibit at the Chicago World's Fair.

GENERAL FOODS, Battle Creek, Mich. C.W. 8-33

Please send me, without cost or obligation, a week's supply of Postum.

Name

Street

City State

Fill in completely—print name and address.

If you live in Canada, address
General Foods, Limited, Cobourg, Ontario

CONGRESS COMMENTS

Mrs. B. F. Langworthy, First Vice-President of the National Congress, was chairman of a group discussing the "Newer Concepts in the Relations of Family, School, and Community," at the Annual Conference of the Progressive Education Association, held in Chicago, March 2, 3, and 4.

Mrs. Langworthy has made a study of radio influence on children. She discussed her findings in a talk from Chicago over a nation-wide radio hookup in April.

* * *

Dr. Joseph M. Artman, chairman of the Committee on Character Education, is in agreement with Dr. Rosenlof, state chairman of the Character Education committee of Nebraska, that great emphasis needs to be placed upon the cooperation of all the agencies in the community, and that a direct study should be made of actual efforts toward character education at work in the community.

* * *

Mrs. J. K. Pettengill, Fourth Vice-President of the National Congress, has been honored in her home town of Lansing, Michigan. The Lansing Council of Parent-Teacher Associations has voted to establish a loan fund to be known as the Frances S. Pettengill Student Loan Fund. The council plans to loan a sum of not more than \$100 each year to assist a graduate of one of Lansing's public high schools to obtain a college education.

* * *

The *National Office Bulletin* made its first appearance in April. The *Bulletin* has two purposes: first, to combine into one publication many communications formerly issued by the National Office in mimeographed form, thereby reducing the volume of material distributed and the number of mailings necessary; second, to make useful in-

formation about the National Congress more generally available to state and National leaders. The *Bulletin* has met with the approval and commendation of National officers and committee chairmen, and of state workers as well.

* * *

Dr. Garry Cleveland Myers, associate editor of *Child Welfare*, addressed 1,600 members of the Indianapolis Council of Parent-Teacher Associations on March 22. Dr. Myers reports that the president of the council announced that one of the three major projects of the council is the wide use of *Child Welfare*.

The Association of Childhood Education, in cooperation with the Des Moines, Iowa, Council of Parents and Teachers, engaged Dr. Myers for two lectures in February.

HISTORY FUND

A list of recent contributors:

State branches:

Louisiana, Wisconsin

County council:

Hamilton County, Chattanooga, Tennessee

Individual:

Mrs. L. T. deVallière, New Jersey

All who wish to contribute to a special fund which will be applied to the publication of a history of the National Congress of Parents and Teachers now being written by Winnifred King Rugg are asked to send checks to Mrs. B. I. Elliott, National Treasurer, 3601 N. E. 71st Avenue, Portland, Oregon.

BULLETIN BOARD

- June 20-22—Iowa Conference on Child Development and Parent Education, Iowa City, Iowa
- June 20-24—Health Education Conference, American Child Health Association, Ann Arbor, Michigan
- June 26-30—Annual Meeting, American Home Economics Association, Milwaukee, Wisconsin
- June 26-30—Annual Meeting, National Tuberculosis Association, Toronto, Canada
- June 28-July 1—Convention, Association for Childhood Education, Denver, Colorado
- July 1-7—Annual Convention, National Education Association, Chicago
- July 29-August 4—Biennial Conference, World Federation of Education Associations, Dublin, Ireland
- July 30-August 2—Annual Convention, National Congress of Colored Parents and Teachers, Louisville, Kentucky

WHAT DO YOU THINK?

Check each of the following statements as either true or false. Then turn to page 550 for the right answer.

1. What children hear over the radio may have a pronounced effect on their behavior. True..... False.....
2. Very little children cannot be reasoned with or made to understand instructions, so the only way to teach them obedience is by means of slaps and spankings. True..... False.....
3. Since his family is the most powerful influence on a child, conditions in the community are of little importance in his life. True..... False.....
4. Film estimates are of little practical help to parents because there is no way of telling what harmful films or previews will be on the same program with a recommended theatrical film. True..... False.....
5. The greatest number of Fourth of July accidents occur in the water or on the highways. True..... False.....
6. The P. T. A. should have nothing whatever to say about school policies or finances because these are technical activities and should be left entirely in the hands of educators. True..... False.....

"MAKING THE MOST OF ME"

Many parents, as well as their daughters, were interested in the speeches broadcast during March by Mrs. Oliver Harriman, Mrs. Howard Chandler Christy, Fannie Hurst, Constance Collier, and Ernest Schelling, for the Camp Fire Girls. Each speech dealt with the development of a charming personality in a girl, and fitted in with the 1933 Camp Fire project, "Making the Most of Me."

In response to many requests, copies of these talks have been made available, free of charge. Send requests for them, with stamped, self-addressed envelopes, to Camp Fire Girls, 41 Union Square, New York City.

OUR MOVIE-MADE CHILDREN

by Henry James Forman

A sweeping, startling report of the effect of movies on children, based upon expert study of hundreds of actual cases. The author asserts a direct relationship between movies of today and juvenile crime, delinquency and abnormal psychology.

All Bookstores, \$2.50

THE MACMILLAN CO.

REPRINT SERVICE

In this Issue: Articles Available in Reprints

"Radio Entertainment for Children"

10 cents each

25 copies	. . . . .	\$2.00
50 copies	. . . . .	3.00
100 copies	. . . . .	5.00

"A Community Fit for Children"

"Training Our Little Savages"

15 cents each

25 copies	. . . . .	\$3.00
50 copies	. . . . .	4.25
100 copies	. . . . .	6.50

Reprint from Last Volume—Parent-Education Course

"Concerning Older Children"

32-page booklet

25 cents each

Subject Index of CHILD WELFARE Articles

September, 1929—June-July, 1932

5 cents each

Remittances should accompany orders

HOW WE PLAYED

(Continued from page 535)

and demonstrated how interesting the recommended non-theatrical films can be by showing some of them to the audience. A feature of the evening was the presentation of Gold Star Medals to the presidents of the twenty-six state branches which had earned Gold Star Honors. Arizona received the Gold Star Trophy Shield for having the highest average of CHILD WELFARE MAGAZINE subscribers per Congress unit.

Luncheon and dinner time were left free for state delegations to meet together, for presidents to compare problems, for committees to chat informally. To the great delight of the delegate body, no formal breakfast conferences were scheduled and all could attend promptly, as did over 1,000, the Parent Education classes conducted by Alice Sowers.

A Thrift Luncheon, a Radio Luncheon, and a Preschool Dinner were among the informal engagements. Many of the delegates were able to visit schools of which the Seward Demonstration School and the Bailey-Gatzert School of 700 Japanese youngsters were outstanding. A Back Yard Tour showed what has been done in home education work and the many public parks and school playgrounds show the part that the community and the schools have played. A trip on board the Japanese liner, window-shopping in the delightful curio shops, tea with sponsors in the beautiful gardens under the deodars (to quote Mr. Kipling) or madrona trees, visits to the markets where each stalk of asparagus, each pod of peas was arranged with Japanese symmetry and precision, and beautiful drives along the never-changing lake and the ever-changing mountains ended the week in the joyful way in which it was begun.

The September meeting of the P. T. A.—the first of the year—usually takes the form of a reception to the superintendent, the principal and teachers of the school, and new members. It is a general get-together, get-acquainted meeting before the serious programs and study courses of the year begin.

CONVENTION AWARDS

The cup awarded to the state securing the largest number of life memberships during the year went to **Ohio**.

MEMBERSHIP INCREASE

The trophy for the largest increase in membership during the year went to **Texas**, which increased its total membership 11.5 per cent.

SUMMER ROUND-UP

The following state branches received certificate awards for special attainment in the 1932 Summer Round-Up campaign:

For having the largest percentage of local units carrying through the 1932 campaign

Class A—Iowa	61%
Class B—Colorado	76%
Class C—District of Columbia	82%

For having the largest percentage of children immunized against diphtheria

Class A—New York	53%
Class B—Kentucky	44%
Class C—Wyoming	47%

For having the largest percentage of children vaccinated against smallpox

Class A—Georgia	77%
Class B—Arkansas	74%
Class C—Virginia	85%

1933 GOLD STAR HONOR BRANCHES

The following state branches received Gold Star Honor Medals for CHILD WELFARE MAGAZINE work completed during the year.

Branch	State Chairman	Gold Stars
Arizona	Mrs. William J. Young	28
Florida	Mrs. J. M. Coe	28
North Carolina	Mrs. A. B. Holmes	28
Oklahoma	Mrs. Thomas J. Sharp	28
South Dakota	Mrs. A. B. Larson	28
Missouri	Mrs. L. R. Hubele	25
Wyoming	Mrs. W. C. Wehr	25
Pennsylvania	Mrs. C. W. Walters	21
Illinois	Mrs. Dan Pagenta	18
New York	Mrs. Walter I. Sherman	18
Wisconsin	Mrs. Walter S. Snavelly	18
Arkansas	Mrs. Wallace Wilbourn	16
Idaho	Mrs. A. R. Thomas	16
Minnesota	Mrs. Victor Vanhala	16
Dist. of Columbia	Mrs. L. H. Magruder	15
Louisiana	Mrs. W. L. Gilmer	15
Mississippi	Mrs. Guy V. Slack	15
Georgia	Mrs. B. E. Pulliam	13
Texas	Mrs. Stephen Chamness	13
Connecticut	Mrs. Pearle G. Hanna	11
Kentucky	Mrs. H. J. Horlacher	11
Michigan	Mrs. E. J. Williams	11
New Jersey	Mrs. E. W. G. Boogher	11
Oregon	Mrs. Sam Bellah	11
Vermont	Mrs. C. A. Cassin	11
New Mexico	Mrs. Lowman Wiley	10

Ask your School to give pupils a Physical chance to win, too!

The top tilts to varying slopes, and slides forward and backward

WILL the cost of your child's mental development at school be physical affliction and impaired vision? Parents and parent-teacher organizations, as an aid to pupil health and eye protection, should encourage and support school officials who may plan to replace obsolete, uncomfortable seats with the *posturally correct*, comfortable American Henderson-Universal Sight-Saving Desk.

This desk *stops* body *hump* and *slump* . . . the *bending over* and *slouching down* that make full, deep breathing difficult for your child . . . that cramp and crowd the heart and vital organs . . . that distort the spine and strain the eyes. The danger of physical disabilities incident to bad posture and eyestrain caused by incorrectly designed seats is removed by American Henderson-Universal Sight-Saving Desks which make it easy, natural and comfortable for your child to sit erect and to read or write at the proper focal distance and angle of vision.

Do as thousands of parents and educators have. Get the facts which recent seating research has developed. *Free* posture booklets, worthwhile and interesting, will be mailed to you upon request. Address Dept. 006.



●The American Henderson-Universal Sight-Saving Desk shown above makes it easy, natural and comfortable to sit erect. The tilting and sliding desk top insures reading or writing at the correct focal distance and proper angle of vision . . . thus minimizing eyestrain.

AMERICAN SEATING COMPANY



Makers of Dependable Seating for Schools, Churches and Public Auditoriums

General Offices: GRAND RAPIDS, MICHIGAN

Branches in all principal cities and accredited distributors in all trade areas

Good News...

for PARENT-TEACHER LEADERS WHO ARE ASKED

What are my duties as president?

Handbook, Parliamentary Procedure

Should the treasurer pay bills without authorization?

Handbook, Treasurer's leaflet

How can we raise money for our parent-teacher projects?

Projects and Program Making

What are my duties as a new committee chairman?

Handbook, Projects and Program Making, leaflets

Where can the program committee secure help?

Handbook, Projects and Program Making, leaflets

How can I, as a lay member, start a study group?

Handbook, Projects and Program Making, leaflets

The new PARENT-TEACHER MANUAL includes all of these references.

Think of it! All of the "blueprints" essential for carrying on parent-teacher work in *one* volume! A combination of two separate pamphlets and ten leaflets.

This combined volume (instead of the separate pamphlets) will be sent to state and National board members free. The two pamphlets and reprints of the leaflets will also be printed separately and sent out in local unit packages in order to make material available to a larger number of local leaders. The Manual may be purchased by local leaders for president's use or loan service.

The price? Only 30 cents for the combined volume. Special quantity prices offered. Order direct from

THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

1201 Sixteenth Street, Northwest, Washington, D. C.

TRAINING OUR LITTLE SAVAGES

(Continued from page 516)

action itself. Then the two become synonymous in Johnny's mind.

Here is a two-year-old stamping his feet because it is nap time and screeching, "No, I won't." If his rebellion isn't really significant then take him up to bed, talk to him calmly, shift his attention elsewhere, and remain deaf to his protests. The unemotional aspect of such an act makes it the most effective teaching.

Our aim in the child's early years is to teach him what to do. We can teach him no better than simply by doing. The annoying things which the child does are, from his standpoint, "doing." We have to remember that. Our efforts should be directed toward maintaining desirable behavior and turning the reprehensible acts into more desirable forms.

A sincere doubt of the need for spanking, and its efficacy, is a healthy attitude to find in modern parents. We should substitute for spanking a conscientious hunt for the learning situation which we can develop and solidify. If we obtain personal satisfaction in our search for methods of bringing about desirable behavior without the use of spanking, we have established a permanent basis for a continuation of such methods.

Registrations for National Correspondence Course C, on Parliamentary Procedure, as well as for the other five National correspondence courses, should be sent to Mrs. Arthur C. Watkins, Secretary, Education Division of the National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C.



Founded in 1728 by Benjamin Franklin

FRANKLIN PRINTING CO.
514-520 LUDLOW STREET
PHILADELPHIA

Listen!



The crackling cereal that children love is just as tempting in recipes that make every one

get hungry

BRIGHTEN the breakfast with Kellogg's Rice Krispies. This cheerful cereal — made of crunchy rice bubbles — actually crackles as milk or cream is poured into the bowl.

Fine for lunch with fruits or honey added. Just the thing for a midnight snack. Nourishing—and so easy to digest — they help send you off to restful slumber.

Equally enticing in recipes. Use them for nutmeats in candies and desserts. Incorporate them in macaroons. Garnish salads with them. Put into soups. Sprinkle over ice cream for a delicious sundae.

We will gladly send you recipes and menu suggestions on request. Home Economics Department, Kellogg Company, Battle Creek, Mich.

CONSULTATION SERVICE

QUESTIONS AND ANSWERS ON P. T. A. PROBLEMS

Educational Policies and Finances—How far can the P. T. A. protest to school boards concerning educational policies and finances?

Educational policies and finances are technical activities of the schools. National Congress by-laws provide that our groups "shall not seek to direct the technical activities of the schools nor to control their policies." However, school authorities may be asked to present the school program, including the educational and financial policies, to the association so that the members may be informed and may give them support through better understanding of the situation and all the factors involved. Or, if it seems advisable, a committee may be appointed to confer with school authorities concerning certain policies so that the educators may know the reaction of parents and the public on the questions under consideration. Good will and the spirit of cooperation are, of course, the basis of any parent-teacher action.

Membership—Should people in the community belong to the P. T. A. if they are not parents?

Yes, the membership should be open to all adults who are interested in the objects of the P. T. A.—"Child Welfare, Parent Education, Legislation, Intelligent Home and School Cooperation, and an Informed Public Opinion." To promote these objects the Congress needs the membership and intelligent support of all citizens in the community. National "Handbook," pages 9-11; 43. "Membership" leaflet.

Voting Privileges—Should the teachers have the same authority as the school patrons in voting at a P. T. A. meeting when they do not live in the community—just come and go?

Yes, the teachers should vote if they are active members of the P. T. A. An active member is one who pays his dues. All active members have equal voting privileges. Consult the article in your local by-laws on membership and dues. See National "Handbook," page 38.

Executive Committee Members at the P. T. A. Meeting—At the last regular meeting of our association it happened that a member of the Executive committee made a motion to approve a recommendation of the Executive committee. This motion was seconded by another member of the same committee. The vote was favorable. It occurred to me (as president) that members of the Executive committee ought to refrain from making motions, especially on matters and subjects discussed at the Executive committee meetings. Am I right?

A member of the Executive committee (except the presiding officer at the parent-teacher meeting) is entitled to make motions. It is customary and correct for the member of the Executive committee who is presenting a recommendation from that body to move that the recommendation be adopted; it is also correct to have another member of the committee second this motion. The effect of this is to get the question of adoption before the assembly without loss of time. The president then states the question and it is open for discussion. "Parliamentary Procedure," leaflet, page 13. *Roberts Rules of Order, Revised*, page 224.

Vice-President—What are the duties of the vice-president of a local unit, aside from substituting in the absence of the president?

The president should delegate certain routine duties of administration to the vice-president. These duties vary according to the needs of parent-teacher associations and the different interests and abilities of the two officers. It is a good plan to have the vice-president at the right hand of the president during the short business session of the association meeting. This gives the vice-president an opportunity to become familiar with the business routine. It also enables the vice-president to take the gavel without confusion or loss of time if the president finds it necessary to speak from the floor. Consult the by-laws of your association for duties of officers. See National "Handbook," pages 14, 44; and "Parliamentary Procedure" leaflet.

The Consultation Service is presented by CHILD WELFARE with the cooperation of Mrs. C. E. Roe, Field Secretary, and of Mrs. L. F. Pope, Assistant Secretary, Research and Information Division of the National Congress. Send parent-teacher questions—with a stamped, self-addressed envelope—to the Consultation Service Bureau, CHILD WELFARE MAGAZINE, 8 Grove Street, Winchester, Massachusetts.

BOOKSHELF



"The Cambridge Book of Poetry for Children," edited by Kenneth Grahame. New Edition. New York: Putnam. \$2.50.

"The Boy Builder," by Edwin T. Hamilton. New York: Harcourt, Brace. \$2.00.

"Lessons of a Lifetime," by Lord Baden-Powell. New York: Henry Holt. \$2.85.

"Sister Anne," by Beatrix Potter. Philadelphia: David McKay. \$1.00.

"Mystery in the Windflower Wood," by Flora Klickmann. New York: Putnam. \$2.00.



By WINNIFRED KING RUGG

JUST as truly as poetry is older than prose in every known literature and has its origin in the infancy of every race, so poetry, provided it be properly presented, has a profound appeal to children in every generation. One excellent way to present it is through *The Cambridge Book of Poetry for Children*. That work, compiled seventeen years ago by Kenneth Grahame, best known as author of "The Wind in the Willows," has now appeared in a new edition with the addition of selections from newer poets. These selections, made with the approval of the original compiler, represent such writers as Walter de la Mare, A. A. Milne, and Robert Bridges. One of the most important contents of the book is the brief preface, in which Mr. Grahame explains for children what the basis of poetry selection is, and what thrill and fascination may be found in poetry. The poems in this collection have been tested for the possession of "the vital spark of heavenly flame." The commonplace, the sentimental, the merely jingling are not included, but there are poems that sing and march and fly, and carry children with them into enchanted country. It is a good permanent addition to a child's bookshelf. It is admirably illustrated from woodcuts by Gwen Raverat.

The Practical

ENTIRELY different, and as practical and utilitarian as the manual arts themselves, is *The Boy Builder*, by Edwin T. Hamilton. This is a modern, up-to-date handbook for boys, with full directions for making more than a hundred articles out of wood; and because it is clear, explicit, well illustrated, and able to satisfy a boy's long-

ing to make something, it fills a special need of the vacation period. Mr. Hamilton begins by telling how to use each of the tools found in any well-equipped tool chest, and incidentally tells which makes he thinks are best. From that he goes into instructions about the choice and use of wood and methods of finishing it. Then he is ready to tell how to make things. No doubt most boys will begin at that point, and turn back for instructions in the use of tools as they find need.

The contents are arranged by seasons; quite properly, since the urge to make skis, for instance, will not come upon a boy in spring, or to make a kite in winter. Speaking of kites, the names of those described by Mr. Hamilton are enticement enough—a drinking cup kite, a dragon kite, an eagle kite, a war kite, and others.

The book concludes with a section about gifts that the boy builder can make, and a list of 200 plans and working descriptions that can be obtained for nothing, or at small cost, from firms whose names are given.

For Boy Scouts, and Other Boys

IN spite of its title, *Lessons of a Lifetime*, Boy Scouts and other boys will be interested in a book by the founder of the Boy Scout movement, Lord Baden-Powell. Lord Baden-Powell has engaged in many adventurous, outdoor activities. He took part in the defence of Mafeking, and organized and trained the South African Constabulary (from which derives the Scout uniform). He was a hunter, a camper, and a frontiersman. He liked all kinds of games and outdoor sports, and enjoyed handicrafts. These enjoyments, plus

a love for boys, he put into the creation of the Scout movement. His book is a chatty collection of incidents from his own life. There is not much literary pretension about it, for Lord Baden-Powell is not a writer, but a man who has done a great many things that boys like to hear about.

Bluebeard's Sister-in-Law

SISTER Anne, by Beatrix Potter, is the story of the sister of Bluebeard's wife. Sister Anne, if one recalls the old legend, was a minor character in the original story but a practical and resourceful one who deserves the better acquaintance that Beatrix Potter has given her. This is a rather elaborate version of the old tale, with a fine mediaeval setting and a glowing vocabulary of old-time words. Thus it is the kind of book to be enjoyed at that time in a child's life when he, or she, is emerging from the fairy-story period into the period of historical tales.

Beatrix Potter, it will be remembered, is the creator of the famous and beloved Benjamin Bunny.

A Mystery Story

MYSTERY stories have invaded the field of writing for the very young. *Mystery in the Windflower Wood* is Flora Klickmann's charming contribution to that type of fiction. There are the false charge of sheep-murder made against Mac, the terrier; a trial scene; and the customary blunders of Crow, the constable, who plays the proverbial part of a policeman in a mystery story. Miss Klickmann writes a lively and humorous narrative about animals, which has been illumi-

nated by a map of the Windflower Wood and other drawings by H. M. Brock.

BOOK TRAVEL

THE Women's International League for Peace and Freedom has a traveling exhibit of about 200 children's books for boys and girls from the preschool age through junior high school. The aim of the exhibit is to present a background of other countries and other people in such a way that the reader will feel that a real experience has been created in his life. The books have been selected, primarily, because they are books which children will read and enjoy. The information books on the list have been selected to supplement school work. This exhibit will be loaned for a period of one month for the cost of transportation only. A complete list of the books and any information desired may be obtained by writing to the Pennsylvania Branch of the Women's International League for Peace and Freedom, 1924 Chestnut Street, Philadelphia.

WHAT DO YOU THINK?

These are the answers to the true-false statements on page 543. The page numbers refer to pages of this issue of **CHILD WELFARE** on which discussions of the statements may be found.

- | | |
|-------------------|-------------------|
| 1. True, p. 518. | 4. True, p. 552. |
| 2. False, p. 513. | 5. True, p. 533. |
| 3. False, p. 508. | 6. False, p. 548. |

STAMP OF MERIT

The appearance of an advertisement in **CHILD WELFARE** is in itself a stamp of merit. No product may be advertised in these pages unless it is known to be reliable, and the business ethics of the advertiser unquestioned. Listed below are the firms which advertise in this issue of **CHILD WELFARE**. The italics refer to free material which they offer:

	PAGE
American Seating Company. <i>Booklets on Posture</i>	545
Franklin Printing Company	547
General Foods. <i>A Week's Supply of Postum</i>	541
Grolier Society, The. <i>Booklet</i>	4th Cover
W. K. Kellogg of Battle Creek. <i>Recipes and Menu Suggestions</i>	547
The Macmillan Company	543

Postage can be saved, when sending coupons to advertisers, by clipping the coupon and pasting it on a one-cent government postal.

In writing to advertisers, please mention **CHILD WELFARE MAGAZINE**



Question—Do the wild tales on the radio story hours and newspaper funnies affect preschool children?

Anything which might frighten small children should be strictly avoided. Preschool children are sensitive, limited in experience, and should be saved from that which causes mental conflicts and terror. Save them from mysteries which arouse dread and fear. Childhood should be a happy time of life, full of joyous activity and freedom from worry and fear. There are many beautiful stories and attractive books with pictures for preschool children.

Wholesome fun is commendable. We need it. A sense of humor often carries us through harassing circumstances and releases the tension of everyday life. But fun ought not be provided at the expense of those whom we should love and respect whether they be in real life or represented in story or picture. Ridicule of those in authority, of family relationships, or of ideals invites disrespect for law, order, and the finer things of life.

Success obtained by cunning and trickery may seem funny to some persons, but the principle involved strikes at the root of character building. It also sets up false standards of life. Children with their limited experience and knowledge do not realize that the world does not move forward in that way. How are they to learn that success means work, perseverance, and conscientious effort unless we present the truth?

Question—Is it not more profitable to train a child at home to obey and respect the teacher than to have the teacher do so at school?

Obedience should be taught in the home before the child goes to school. Children usually respect their teachers if their parents respect them. The attitude which the parents have toward the

school and teachers will usually be adopted by the child.

However, we must remember that teachers must also teach obedience; they must augment the teaching of the home. Parents will welcome this assistance which is sometimes necessary and always gladly given by conscientious teachers.

Question—How can we create more interest among youth in the "great out of doors," particularly in taking care of and avoiding injury to lawns, fences, bird houses, etc?

Try to instil an interest in nature. Call attention to the beauty of trees, flowers, sunset, moon, and stars. Let the children have books and magazines giving stories and information about plants, animals, and birds. Membership in the Boy Scouts, Camp Fire Girls, or Girl Scouts gives an opportunity to cultivate a knowledge and love of the out of doors. Write to these organizations in New York City for literature. Perhaps you could form a nature club through which boys and girls might become acquainted with plant and animal life. Some schools have nature study courses. Hikes, outdoor play, and picnics bring the children out in the open and close to nature. Life at a summer camp cultivates a love for outdoor life. An opportunity to make a garden, plant seeds, and take care of the lawn helps a child to appreciate growing things.

Write to your state chairman of Humane Education or consult the National leaflet on "Humane Education" for ideas on the care and treatment of birds and animals.

Ideals of citizenship, respect for property and the rights of others are good lessons to be learned in home and school. When these principles of right living are firmly established in the life of the child, destructiveness and lack of respect rarely become problems.

Question—Should reading aloud be taught in the home in cooperation with teachers?

If the teachers desire this, and somewhat the same methods are used in the home as are followed in school, it no doubt would be beneficial. But be careful that a child does not get too much of one subject by having it taught both in school and at home.

Why not get some other books than those used in school for the child to read at home in order to give variety and additional interest? Let the reading be a pleasure rather than a task. It is also a good plan to read with a child sometimes. It stimulates interest and makes for companionship. Read the section on "Literature and the Child's Life" in *Guidance of Childhood and Youth*, edited by Benjamin Gruenberg.

(Readers are invited to send their child care and training queries to the Question Box, care of CHILD WELFARE.)

WHY NO FILM REVIEW?

AN EXPLANATION OF THE CONSTRUCTIVE MOTION PICTURE POLICY WHICH HAS BEEN ADOPTED BY CHILD WELFARE

By CATHERYNE COOKE GILMAN • Chairman, National Committee on Motion Pictures

THE film estimates in CHILD WELFARE have been discontinued to give space for constructive suggestions concerning the use of non-theatrical films for education and entertainment. This change was made only after the new Motion Picture Plan was adopted by the National Congress of Parents and Teachers. The plan is based upon studies made of previous efforts to improve the character of motion pictures by volunteer groups; by local, state, and national censorship boards; as well as by the motion picture producers, distributors, and exhibitors.

For twenty-five years there has been a systematic service of reviewing and publishing film estimates by volunteer groups. In 1908 the National Board of Censorship was organized. The futility of their work caused so many groups to resign that reorganization was necessary. The new board was called the National Board of Review. It has organized and directed the Better Film Committees now operating in some states. The National Board of Review is still in existence and depends upon the producers to submit their films and pay for the reviewing service.

In 1922 the Public Relations Committee was organized in New York by a trade association of the motion picture industry. It was composed of volunteer representatives from sixty-four national organizations from the fields of education, business, religion, and social welfare. Again unsatisfactory procedures and failure to secure results caused many organizations, including the National Congress of Parents and Teachers, to withdraw and the committee was discontinued. It was soon succeeded by the Public Relations Studio at Hollywood, which now operates through the East and West Coast Committees. These committees are composed of volunteer representatives from national groups or local committees of national associations. They are dependent upon the producers to submit films for reviews and to publish and distribute their film estimates, although individual groups may and do publish their own lists.

Regardless of the best efforts of the reviewers, the film estimates in CHILD WELFARE could not be wholly satisfactory guides to parents for the attendance of children at motion picture theaters and they were therefore discontinued. Such estimates cannot insure the parent that the entire

program will be wholesome or that the recommended feature will be free from objectionable incidents and scenes. Such a guide has a tendency to create a false security on the part of parents who use it and to increase the attendance of young people whose curiosity may be aroused by the description of the undesirable. The so-called "previewing committees" do not see the films until after they are edited, sold, and on the circuits. This is too late to be effective. The producers do not submit all of their feature films, and they show the committees an even smaller percentage of the short subjects and comedies. The reviewers, therefore, cannot give a complete list. They have no power to change or modify pictures. They cannot publish the reviews in time to reach all communities before the pictures are exhibited in them. This is especially true in the larger centers where the largest number of children see the pictures. It is important that such film estimates as are made in parent-teacher bulletins and magazines also be analyzed and that the sincere consideration of parents and teachers be brought to bear upon the significance of them.

Any film estimate service of the groups co-operating with the Public Relations Studio is dependent upon the producers to submit such films as they will and in turn to permit the use of the organization's name in connection with the reviews published and distributed by the producer's agencies at its expense. A recent summary of an analysis of film estimates in religious, educational, and welfare magazines shows that 97 per cent of the films described in the magazines are rated as unwholesome for children. The latest issue of a magazine from which most of the motion picture reviews are syndicated shows estimates on 27 films. For children, 16 of them are rated definitely "no"; 3 "hardly"; 4 are modified by terms, "too strong," "beyond them," "very exciting"; 2 are marked "mostly good"; 1 is "amusing"; and only one was given an unmodified "very good." This is typical of all film estimates published in welfare and religious magazines. It means that valuable space in these publications is given to advertising undesirable motion pictures to be seen in commercial theaters, a thought-provoking fact for parents and teachers engaged in working for child welfare.

FILM SERVICE

By CATHERYNE COOKE GILMAN • Chairman, National Committee on Motion Pictures

MOTION Picture chairmen of parent-teacher associations from widely separated sections of the country have asked for information concerning films for educational and entertainment programs. This month we are presenting four such programs which have been submitted, upon request, by directors of visual education departments of state educational institutions. These specific programs may not be available outside the state from which they have come, but similar programs can be arranged for interested parent-teacher groups in any state. These are merely suggestive of what can be supplied through state film libraries. It is important to develop reliable booking and distribution services suitable to the needs of parents and teachers. This can be accomplished by an active cooperation of local and state Motion Picture chairmen of parent-teacher associations with the visual education directors of government departments, state universities and colleges, museums, and research laboratories.

PROGRAM 1

The Courtship of Miles Standish

A fine picturization of the story of the same name. Actors are well selected and are very good.

(5 reels—Silent—35 mm.)

Kingdom of David

Present-day scenes of places of Biblical interest.

(1 reel—Silent—35 mm.)

Drifting Dunes

Sea, wind, sand—and man's fight for a living in a land where this trinity of elements dominate. Village life of eastern shore of Baltic Sea.

(1 reel—Silent—16 mm.)

PROGRAM 2

Martin Luther

Outstanding classic picture of a great historical movement, the Reformation. An unusual, entertaining, and informative picture.

(8 reels—Silent—16 mm.)

Museums of the World

Fascinating views of moving exhibits in the great science museums of Munich, Paris, and London.

(1 reel—Silent—16 mm.)

PROGRAM 3

Earthquakes

How earthquakes occur, and the result.

(1 reel—Silent—16 mm.)

Beavers

The life and work of these interesting animals.

(1 reel—Silent—16 mm.)

Washington Irving

Details concerning the life of Irving. Scenes from his most important works.

(1 reel—Silent—16 mm.)

PROGRAM 4

If Dreams Come True

A modern adaptation of wish fulfillment. Cinderella of yesterday. Beautifully presented in color. Entertaining.

(1 reel—Silent—35 mm.)

Columbus

The career of Columbus from 1485-1492. The ultimate triumph of the "mad Italian." His epoch-making voyage and discoveries. Taken from exact historical locations in Spain and Portugal. Officially authorized by Alfonso, former King of Spain.

(8 reels—Silent—35 mm.)

Æsop's Fables—Panicky Pup

Haunted by the memories of the cats he has hunted, the pup atones by saving a cat who has fallen in a well. Good synchronized music.

(1 reel—Sound or silent—35 mm.)

All films on safety stock. Service fees range from \$3.00 to \$10.00 per program plus transportation charges which vary slightly with distance and number of reels.

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Florida	28	Wisconsin	18	Connecticut	11
North Carolina	28	Arkansas	16	Kentucky	11
Oklahoma	28	Idaho	16	Michigan	11
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